

# THE SCHOOL JOURNAL

NEW YORK AND CHICAGO.



VOLUME XLVIII., No. 7.  
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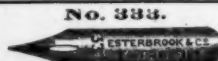
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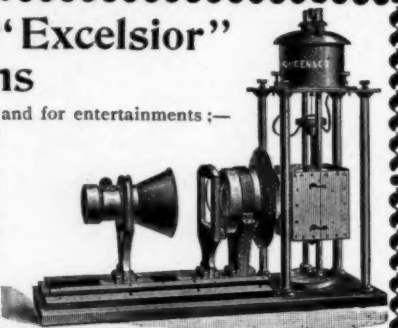
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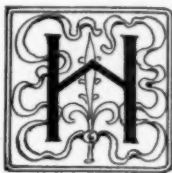
For the Week Ending February 17.

No. 7

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The business department of THE JOURNAL is on page 177.

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OW much reading does your First Reader class do in a year?" This was a poser to the teacher; she could not say. The questioner said, "Mine read at least a dozen books." There must be much more reading than is furnished by the First, Second, or Third Reader, if *real reading* is to be done. If a child reads only a page in the First Reader per day, he is living on shadows. When he has learned to read he must read all he can hold. When a child has learned to eat, the mother gives him all he can hold of the right food.

David P. Page tells in his "Theory and Practice of Teaching" of a visit to Auburn prison. "Why are these men here?" he asked himself when he saw the prisoners. His thoughts ran back to their educators. "Once," he writes, "these men were children like others. They had feelings like other children, affection, reverence, teachableness, conscience,—*why are they here?* Most of them because they had a *wrong* education. Tempted just like other and better men, *they fell*, because in early childhood no one had cultivated and strengthened the conscience God had given them." How many of them might have been saved! Teachers, fathers, and mothers have a fearful responsibility of which they cannot be too often reminded. Prisons reveal the educational standard of a country.

Teachers realize that they cannot have small classes and large salaries. They know that they cannot teach large classes except on the old mechanical, 3-R lines. Sordid teachers prefer large salaries to small classes and swell the cry, "Back to the three Rs!"

Principals realize that they cannot have small schools and large salaries. They know that they cannot run large schools except as machines. Sordid principals prefer large salaries to small schools and swell the cry, "Back to the three Rs!"

The motives of these unprincipled arbiters of young destinies should be revealed—first to themselves, and if that does no good, to the parents of America's children!

To one hopefully inclined, not to say favorably situated, at some pedagogical Mecca whither come troops of teacher pilgrims, searching for the light, it may well seem that "the day of methods is over." But he who travels enough to become conscious of the thousands of teachers who never avail themselves of visiting day, and seldom look into an educational journal may be pardoned for asking, "Has the day of 'methods' fully arrived?" We greatly fear that the day of methodless

routine is still brooding o'er some considerable portions of this broad land.

Every teacher that makes the school a dear place is a public benefactor; if he makes a child hate to come to school he has inflicted an injury that may last through life. Love of school and desire of progress are one and the same. The child feels sure that good to him is bound up with the school—that same school could do a great deal for him.

That is a good school where each pupil is made to feel that something of its prosperity depends on him. When he comes to it in the morning and leaves it at night as a man leaves his store or his office, having interest there, he is sure to be benefited; he also confers benefits. It is a happy faculty to make all the pupils help carry the burdens and pleasures of the school.

Few realize that the child who is hard to manage has an energy that will make him a living fire in the years to come. The teacher should wish that pliant girl or boy were harder to manage. It may seem strange, but the pupils of strong wills who learn to endure restraint and to be industrious are the glory of a school; encourage self-manifestation.

A young man had imbibed much educational enthusiasm in a school in a town of 4000 inhabitants and exerted a wide influence on the entire county; he probably delivered fifty lectures each year; he was a positive power in that county. Now mark; he was appointed to a school in a large city; his former friends looked in the paper to see what their educational magnate was doing—but not a sign of his influence was to be seen.

One of the remarkable things in the educational world is the little done by those in prominent positions. Is educational work so narrowing? There is—; he was a subscriber and reader of educational papers until he was appointed to his present position. Now he does not care to know the educational current of thought; all he wants is to carry on his school successfully; he limits himself to the round of duties he has to perform in his school-room.

Such limitation is very narrowing. The teacher should know the educational world, no matter if he only teaches arithmetic; he should be a part of that world. A case like this occurred: A. B. was principal of a high school; it was decided to have a superintendent; the school board talked over the fitness of A. B. for this position; they said he was a good principal, but doubted whether he understood education; they felt he understood the subjects he taught, but not the principles underlying the administration of a system of schools. Another was obtained, greatly to A. B.'s disappointment. If he had immersed himself in educational thought as displayed in educational papers, he would not have been passed by.

## What Should be Included in a High School Course in Drawing.

By WALTER S. GOODNOUGH.

In the light of the improved methods of recent years in primary and grammar grades, the question of what should constitute a high school course in drawing, is a large and important one.

Among the necessities for the adequate development of a proper high school course, are suitably equipped rooms and sufficient time. The former is as indispensable as is the laboratory for science work, and there should be not less than two recitations per week, of from forty to sixty minutes each.

The three general lines of work pursued in the lower grades, construction, representation, decoration, should be carried on in the high school, with certain limitations. In a girls' school the work should come mainly under representation; while for boys the three divisions should be provided for, allowing an option in the higher classes; in a mixed school the three lines might be followed for the first two years of a four years' course, and beyond that there should be an option as to whether the mechanical or artistic work should be carried on.

The construction work should begin with a review of principles, and include working drawings of simple tools or implements, or machine details, drawn to scale with instruments, from freehand sketches on which all dimensions are marked. This work should be independent on the part of each pupil, from the model in his own hand, and the finish should be in ink, if possible. Elementary architectural work should follow, accompanied by note-books for sketches of buildings in progress, and notes on construction and practical requirements of planning.

In representation, the most important of the three lines of work, I would train for rapid, vigorous but careful execution, having in mind the training the pupil is to get from making the drawings, not less than the drawings themselves. The endeavor should be to get the largest amount of usable power, to educate broadly, not to train specialists in any direction. Pupils get greater power and knowledge from doing a large number of drawings of a variety of subjects than from spending much time on a single example. By using such methods as will accomplish much in little time pupils gain power and acquire a trained hand and eye. In representation I would first illustrate important principles of perspective by rapid sketches, using charcoal or colored sketching crayon, fix and develop ideas of composition, and encourage illustrative work for other studies. Pupils should understand that drawing from geometric solids is a means, not an end, and that the principles involved in them are of universal application. This work should be followed by studies from casts. In the second year, there should be full shaded cast work in charcoal, the pupils learning to see masses before details. Still life would follow in the third year, and color in the fourth.

In decoration, casts, photographs, and colored plates and books should be liberally supplied for the study of historic ornament. The medium used in making designs would vary with the subject. Clay is most desirable in some kinds of work, and is used in some high schools. The subjects chosen for design should illustrate the principles of good decoration and give varied practice. Borders, friezes, surface decoration, present attractive subjects, vases or pottery forms might be added, and for boys wrought iron work is exceedingly interesting and produces varied and artistic results. Simple designs for relief work in terra cotta, stone, and wood can be worked in clay or with charcoal. Analysis of plant forms for decorative purposes should commence early. In the high school it may be carried out with the brush, and may be combined with some study of color and its laws.

An excellent thing in connection with the high school course in drawing, would be some attention to the his-

tory of art, by means of a condensed, well-illustrated work used for reading.

## Arguments for the "New Education."

(Some gleanings from addresses made during the recent "Fad" war in Chicago.)

"We are here to-night to argue for those who cannot argue for themselves."

"Without intellect and virtue a republic is impossible."

"The school system must be divorced from politics, and, I will add, from sectarian influence."

"The members of board of education are appointed by mayor, submitted to approval of common council. Whichever the party in power it has debts to pay and these may be paid by appointment to board of education. A board under such responsibility, having \$3,000,000 to disburse annually and 120,000 children to educate—the appointment of such a board should not be based on the payment of political debts. The board of education should not be the product of political appointment."

"What is the meaning—the final end of education? Two things must be considered:

1. The nature and mind of the child.
2. The world in which the child lives.

Place his mind in conscious, healthy, normal relations with the world which surrounds him and he will know how to get through it."

"The child is in a world of form. Every thought of the infinite finds its expression in form. Form is an element of beauty. Form and color together make beauty. Let us place the aesthetic nature of the children in close relation to the world of beauty. The best interests of society require that along with the three r's, the rising generation should have access to the open doors of the world of form, beauty, and harmony. Sentiment should be cultivated. What are music, clay work, drawing, and manual work but the language of form, beauty, and harmony?"

"The real and great end of education is not how to get the children through the world, but how to make men and women of them. As you make these you cease to make rascals."

"Make our schools commonplace—reduce their scope to the three r's and you make a bid for commonplace teachers. Any one with the most meager sort of schooling can 'teach' the three r's; you don't need teachers. 'Make strong our normal schools; dignify them.'"

"The tendency to narrow our mass education is a tendency to widen the gulf between the rich and the poor. Our pride has been not to deny the poorest child an intellectual start; to give him an entrance into the great garden of the natural and the divine. Take away the new education and you say to the poor people—you're made to work—to dig, and grind; you don't need knowledge. All these diviner forms of thought belong to the upper class. This grasping age should be cautious in laying its hands on the educational rights of the poor."

"It is a poor economy to take out the broadness of the new education. It is an insult to the people to fail to recognize their necessities. To-day all Europe is alive to the questions of the new education. Shall we turn back to where the world was 30 or 40 years ago?"

"Chicago has a great daily press. But some of its members have transgressed. The liberty of the press has been transcended. The individual cannot fight the press. It is like a gatling gun, multiplying its shots, though they be vituperation and falsehood. It is a smirch upon the press that one of its members should resort to such a device as printing 'Professor' Parker with the title in quotation marks. (A *Tribune* Editorial.) The papers have assumed to settle the question. It is time to consider the functions of the press. It isn't good to think the newspapers know everything—especially when they stand against the scholarship of the age. Let the people stand by the 'faddists' and the future will honor their judgment and courage."



## The Difficulty.

By the Author of "THE COMING SCHOOL."

The great obstacles in the way of improving the schools is the appointment of untrained teachers. While there are those among this class who have a large and deep conception of education and the function of the schools, and who, with the help of the educational paper and the opportunities of their own experience, are capable of training themselves to a high degree of skill, it must be confessed that the great majority of this class of school-room officials are little more than drudges of the most mechanical type. They do the bidding of the principal or superintendent and no more. They regard every innovation as a "scare" and resist it without making any pretense of studying its value. They unite on the salary question, and that is the only school question they work. Pedagogically, they sit contented; or, if they make an effort, it is to drag the schools back to text-book teaching, because that sort of practice requires least thought.

Philosophically they are blind. So far from searching after truth, they do not see it when it is mined for them and put before them so legibly that he who runs might read. If they are coaxed within view of successful philosophical *practice*, even, having eyes they still see not. Sight has to be cultivated. "We see with all that we have seen." Teachers trained at good normal schools have seen enough to see more and to *want* to see more and more. The average untrained teacher sees nothing, and wants to see nothing, of pedagogic science.

Seeing nothing, she is shocked at nothing, not even at her own reckless assumption of power over the growing young for salary's sake alone. She believes in a soul, but has no conception of how the soul grows, and because of her lack of study thinks herself competent to preside over this growth. It is the angel that fears to tread. There is only one thing to be said in palliation of this teacher's retention of her position, and that is that, as a rule, she keeps no better teacher out. The supply of trained teachers is not enough to go round, nor will it be for some time to come.

While this condition lasts, while the ranks of teachers are filled by people who have not studied and are not studying their art, it is vain to criticise courses of study. Courses of study must be made with a view to what the teachers can do. From a course of study at hand, we quote:

"Language: Grade I., familiar conversations and simple written work; Grade II., conversations and simple written work, with capitals, punctuation, and simple analysis of words."

Such definitions of the grade are enough for a trained or earnest teacher, but they convey to the type we are considering nothing more than a sense of vagueness and a feeling of helplessness. Where this type of teacher predominates, the course of study must specify every fact that is to be taught or prescribe some text-book. This binds all alike and the live teacher grows restless and unhappy. Unless home ties prevent, she is very likely to seek an atmosphere of greater professional freedom. Thus iron bound systems necessitate their own perpetuation.

And the system is like the individuals that compose it. It is not possible to spur it into progress, because it does not see the value of progress. It can estimate on things below its own level, but not on things above. Fortunately, there is no large educational system without some leaven, and, sooner or later, progress sets in. But the larger the system, the more it must drag behind. The *Iowa School Journal* says: "No greater misfortune could befall the country schools than an adoption of the systems governing city schools." In educational matters, the pride of large cities is their ignorance, and their ignorance is their pride. Their culture does not include or highly regard a knowledge of pedagogics, nor does it rule in municipal government, or strongly influence the proceedings of boards of education.

Indeed, if we keep on tracing the difficulty back and

back, we may find its final source in the indifference of our cultured classes to the best interests of the nation. Surely enough has been said from first to last, by the better class of publications, to prove the necessity of wresting the schools out of the hands of politics. Only when this is done will the untrained and lukewarm teacher be kept out of the ranks and the earnest teacher get elbow-room.

## Manual Training.

(From Miss Le Row's "The Young Idea.")

"Is your object to fit pupils for certain trades?" asked a reporter of Prof. Leipziger, of the Hebrew technical institute, New York. "Our object is to *educate*," was the emphatic answer. "Hand-work cultivates observation, judgment, and a taste for exactness which has a final result in morality. If a boy parses a sentence incorrectly he forgets all his mistakes in a few minutes, but if he makes an error in wood-carving it annoys him every time he looks at it. If he likes mechanics, he must necessarily learn mathematics and science. Even if one clings to the old idea that education is the gaining of knowledge, the industrial method is the best. Instead of trying to give a boy an idea of a cube by an elaborate definition, set him to draw one or make one out of paper, and he'll know forevermore just what a cube is. Is there any terrible heresy in such doctrine as this? Nine-tenths of the work done in this world is hand-work, but all of our effort in education so far has been to teach people to live without working with their hands." Oh, tremendous and thrilling truth, to which so many of our lamentable social conditions bear abundant and heartbreaking testimony!

In his address before the Industrial Education Association of New York, Gen. Francis A. Walker enunciated these stirring truths: "The introduction of shop work into the public system of education cannot fail to have a most beneficial influence in promoting a respect for labor and in overcoming the false and pernicious passion of our young people for crowding themselves into overdone and underpaid departments where they may escape manual exertion."

"Helplessness and thriftlessness recruit the ranks of the vicious and depraved, and mock the efforts of both philanthropy and criminal law to suppress them. What may education do toward removing these twin evils of society, the source of poverty, degradation, and crime? Is there hope through the schools?"

And we find ourselves face to face with the solemn fact that if there is no hope in our schools there is no hope anywhere.

This scorn of labor is one of the greatest evils of our day. We are coming by degrees, however, to feel considerable respect for work, and even in some slight degree, for work done with the hands and in the sweat of the face. The beneficial and magnificent results which have been developed in nearly all the mechanical arts have compelled us in many cases to do homage to the skilled workman—though he is working for days' wages. Still we are a long way from that measure of respect and appreciation which should be accorded to all honest industry. We are not yet entirely beyond resentment at Lincoln's answer to the question of the astonished foreigner, "Do you black your own boots?" "Why yes, whose boots should I black?" Nor do we wonder at the foreigner's surprise. It has taken many years for us to reach a practical belief in the doctrine of equality taught by Robert Burns, so delightedly accepted in poetry, so reluctantly applied to life.

Divineness is the same in kind everywhere. There are not two kinds of divineness in the universe. The divineness in man is the same as the divineness in God. Righteousness in man, and patience and love and pity and mercy are the same as those attributes in God.—*Lyman Abbott.*

## The Education of a Teacher.

By L. E. MATTHEWS.

The village school of L—— opened with a new principal, Oscar Osborn. Among the pupils was a girl of sixteen, bright and well-behaved. Some one remarked, "I don't see how it is that Fanny Jenkins is such a model daughter, and Philip, her brother, such a mean cur." This let Mr. Osborn know there was a brother, but he did not come to school. One day, however, as he passed by the Jenkins' mansion, Mrs. Jenkins was near the gate, and greeted him pleasantly. After a few words she broke out with "Oh, Mr. Osborn, I wish you would do something for Philip; he says he would like to go to school to you; he has taken quite a liking to you. Really, he is not a bad boy. Nobody seems to care anything about doing something for Philip but me. Do be Philip's friend, Mr. Osborn."

Of course, a strong invitation was given to Philip to come to school. The next morning found him there. He was a tall boy, appearing partly ashamed, partly bashful, and partly defiant and indifferent. He was beyond his mother's control, and had no occupation; he was one of a set of big boys that had got beyond their parents' control, and spent their time at the saloons, grocery stores, and billiard-rooms. He could add, subtract, multiply, and divide, read slowly in a Fourth reader, and write a rude hand.

Mr. Osborn saw the imperative need of the devotion of some person to the rescue of this boy who was already half ruined; it cost an effort, but he decided he would assume the responsibility himself.

Somehow, Philip had conceived a strong liking for the teacher; in fact, he fairly worshiped him. For three days he sat at his desk and watched every movement of the principal; then the confinement began to tell on him; not to be able to talk, or to stretch out his long tired legs, or to yawn, or to spit on the floor, all were trials. Then on the fourth morning, Fanny came without him; a boy sent to the house reported, "Phil's gone a-fishing; said he wasn't coming any more."

Mr. Osborn felt that it was not at all strange that Philip had stayed away; he knew the school was unattractive to those whose mental powers are not trained to think and study. He felt that the boy needed physical occupation most of anything. What should it be? He persuaded the printer to employ him and teach him to set type. A night school was opened, and Philip and quite a number attended. This was done as a part of the plan to rescue Philip, but he found others that needed the same attention.

The devotion of the boy to the master became the subject of comment in the printing office; why it was no one could explain, but all agreed to the fact. His progress in type-setting was slow, but he was under the eye of a man who exacted industry and accuracy. The dictionary had to be resorted to, and he learned to respect a knowledge of spelling and writing.

The night class was employed by the teacher to give general cultivation; he found it valuable to give a little time to military drill as each session drew to a close. He was surprised to see the ascendancy he was getting over some of the rougher elements in the town; nearly all the pupils were old enough to vote; and one jokingly remarked, "If you run for any office you will be elected."

Mr. Osborn was learning some important things himself. He saw that the school of the town carried most of the boys along until they were fourteen or fifteen years of age, and then let them drop. Not getting employment, they grew idle, rough, lawless, and hangers on at the saloon. What could be done for them? How could the school be supplemented? The thought struck him—they need employment, they need instruction. Telling this to a friend the reply was, "Yes, and they need some one to be interested in them as you are in Philip."

Mr. Osborn was a graduate of Harvard, and took pride in the scholarship of his high school class. A few every year were fitted for college. He began to think. Out of over 600 pupils, one per cent. were fitted

for college, about two per cent. were graduated. Looking in the records of those that entered the grammar department, he found here over thirty per cent. of the entire pupils. It is thirty per cent. when they start in, and two per cent. when they come out! Then I am dealing with the twenty-eight per cent. in my night class."

How this great loss could be met was the burden of his thoughts. He found this point had attracted the attention of several others—the ministers especially.

There was a large class with just the attainments in computation, reading, and writing that Philip had. What a poor equipment for life! Thinking and asking for other thoughts he began to get light. A conference was held of a few men, and the situation discussed. The result was a decision to enlarge the night class. As one gentleman contributed liberally, it was resolved to call it the "Potter Institute."

The fortunes of this attempt to reach those whom the public school for various reasons failed to hold and benefit, need not be detailed here. There was an instruction department carried on at night; there was an occupation department also; the setting of type was the foundation. As there was a water power not much used, the flouring mill having been closed, the publisher of the county paper bought it and printed and bound books for other publishers, mainly in cities. He soon found he could employ quite a number of young men, and so became the director of the occupation department.

It was soon apparent a library was needed, so that this wastage from the public school might acquire some information if they would not attend the night classes. The money needed to start it was raised by public subscriptions, and a series of entertainments in which a great interest was aroused. The generous subscribers to the money for the night class proposed to put up a building, if the others would guarantee to give \$1,000 annually to carry it on; this was secured and a building erected.

Mr. Osborn gave much thought and time to this new work. He began to believe that it might be possible to save most of the wastage occurring in the schools of that town. Modifications occurred in the course of study. Occupations were planned for all the children, and he had the satisfaction of seeing twenty per cent. remain and graduate. True, they did not all pursue mental and moral sciences, Latin, etc.; courses in science and in semi-science in wood, and clay and metal work were taken instead. Certain readings, and listening to lectures, were also a part. These students were not expected to be all the time at the school.

Philip was saved; he became an instructor in the Potter institute. The affection he conceived for his teacher saved both of them; the salvation of the latter was from being merely a hearer of lessons in the so-called "higher studies."

I shall be only too happy to say all I can in praise of the kindergarten work. The little ones who came to my room (the lowest primary) were as a separate class when compared with those of the same age (and older, too) who entered, not having had the kindergarten training. In fact, the children from the kindergarten led my class. They were quick and accurate in perception, and were always able to follow directions. You know that in dealing with the little beginners, a teacher has to repeat many times even her most explicit directions. But the kindergarten children seem to grasp ideas at once. And with regard to execution, the effect of training the hand was very noticeable.

It has always appeared to me that the work in the kindergarten was so fascinating and so subtle in its good effects, that the cobwebs in the brain of the little one were unconsciously brushed away, and the faculties of the mind were all on the alert to take hold and work definitely upon all the knowledge that could be given them on entering the primary school."

—Mary Conant Frasher.



## The School Room.

FEB. 17.—PEOPLE AND DOING.  
FEB. 24.—LANGUAGE, THINGS, AND ETHICS.  
MAR. 3.—PRIMARY.  
MAR. 10.—NUMBER, SELF, AND EARTH.

### Lessons in History.

#### CENTURY XVIII.

The copying of the chart given below will be done before and after the class meets; this will help make them familiar with the names and events. But these are dry bones after all; the teacher must talk, and talk interestingly too. Let him beware and not talk too much; his sole aim is to make the occurrences of the time plain to his class, not to *show his own acquirements*. His talk will be something like this:

This century is notable for three wars: (1) the war of the Spanish succession; (2) of the Austrian succession; (3) the Seven Years' war, and two revolutions—(1) the American Revolution and (2) the French Revolution.

In the first war (1701-13) England and the German Empire (this is always spoken of as "the empire") battled with Spain and France to prevent a Bourbon going on the throne of Spain; they were unsuccessful. In the second war (1740-48) Charles Albert of Bavaria tried to deprive Maria Theresa of Austria, of her hereditary states; Frederick the Great joined to secure some territory for Prussia.

The third war 1756-63 was between Austria, France, Sweden, and Russia on one side, and Prussia and England on the other. One result of this was that France gave up all of Canada to England.

The American Revolution contest lasted from 1775 to 1783, and the United States became free.

The French Revolution began in 1789, and lasted until 1804, when Napoleon became emperor.

In the first war Marlborough was a great general; the battle of Pultowa was one of the great battles of the world. On the whole there was less fighting than in the preceding century; there are signs of the coming of better times. The steam engine was invented near the close.

There were many great men in this century: Locke and Bosuet died 1704; Leibnitz, '16; Addison, '19; Marlborough, '22; Wren, '23; Newton, '27; Defoe, '31; Pope, '44; Swift, '45; Montesquieu, '55; Handel, '59; Hume, '76; Voltaire and Linnaeus, '78; Lessing, '81; Franklin and Howard, '90; John Wesley and Mozart, '91; Washington, '99.

These great men were all born in 1769; Humboldt, Cuvier, Chateaubriand, Napoleon, Wellington, Ney, Soult, Talien, Mehemet-Ali—it is called the year famous for the births of great men.

In this century our country begins to be of importance; as a possession of England until the revolution it was involved in all her wars. The French held Canada until 1763, and up to that time they encouraged and helped the Indians to ravage the settlements of English in New York and New England. From 1754 to 1763, was the period of "The French and Indian War." This was the period when there was much brave fighting, and Quebec was taken.

In ten years after this war was over the colonists objected to the tax the English wanted to levy on tea, and the Boston Tea party occurred in 1773. Then followed other serious incidents, indicating that the Americans were not willing to submit to the demands of England, and finally the battles of Lexington and Bunker Hill began the war of the Revolution.

The gathering of materials for topics should be encouraged; they should be neatly written. Besides those given above these may be assigned: Louis XIV., XV., and XVI., Maria Theresa, Marie Antoinette, Bonaparte, Marengo, Hohenlinden, Colloden, Pontiac, Aix-la-Chapelle, Fontenoy, Robespierre, Charlotte Corday, and Girondists.

### The Poet of the Month.

"O, ye dead poets who are living still,  
Immortal in your Verse!"

Birth at Portland, Me., Feb. 27, 1807; one of eight children.

Ancestry; parents. His father, Stephen Longfellow, an eminent lawyer, a descendant of honest yeomen from the county of York, England.

Poetical tendencies inherited from his mother, Tabitha Wadsworth, a descendant of John and Priscilla Alden.

Childish years. Fond of sports, but too tender-hearted to enjoy hunting. A great reader. Irving's sketch book one of his earliest favorites.

His school life. Begun at three years of age; ambitious and studious; half through the Latin grammar at six. Vacations spent at his grandfather's farms. Influence of this country life.

Entered Bowdoin college at fourteen; graduated 1825 in the class with Hawthorne.

Life at college; classmates; college friendships.

Trips abroad. Years of study abroad. Professorships: Chair of modern languages at Bowdoin from 1829 to 1835; similar position at Harvard from 1836 to 1854. Honorary titles: LL. D. from Harvard, 1859. D. C. L. from Cambridge university, England, 1868, and same title from Oxford, 1869.

#### Century XVIII.

##### EUROPEAN.

1701	Spanish Succession War—13. Kingdom of Prussia founded.
02	Queen Anne begins to reign.
04	England takes Gibraltar, Blenheim.
09	Battle of Pultowa.
13	Treaty of Utrecht.
14	George I. reigns.
15	Louis XIV. dies.
18	Charles XII. dies.
40	Frederick the Great begins.
48	Treaty of Aix-la-Chapelle.
52	New Style in England.
55	Earthquake in Lisbon.
57	British begin in India.
63	Peace of Paris.
83	Peace between Spain and England.
89	French Revolution.
92	Republic Established.
93	Reign of Terror. Louis XVI. and Queen beheaded.
94	Robespierre beheaded.
95	Napoleon defends the Convention.
98	Napoleon in Egypt.

##### AMERICAN.

1701	Detroit settled.
02	Queen Anne's War. French Settlement at Mobile.
10	Port Royal captured by the English.
33	Georgia colonized.
45	Colonists take Louisburg.
54	First Congress. French and Indian War—63.
55	Braddock defeated.
58	Louisburg again taken.
59	Wolfe takes Quebec.
65	Stamp Act.
73	Boston Tea Party.
74	Continental Congress meets.
76	Declaration of Independence.
77	Articles of Confederation. Burgoyne defeated.
80	Arnold's Treason.
81	Yorktown taken.
88	Constitution adopted.
89	Washington becomes president.
93	Whitney invents the cotton-gin.
94	Wayne defeats the Indians.
95	Jay's treaty.
97	John Adams becomes president.

Longfellow, as a man and a poet.  
 His home, and his associations.  
 For what was Craigie House noted?  
 Twice married. Death of his first wife at Rotterdam during his second visit to Europe. Read selections from *Hyperion*, which gives a good idea of his life at this time.  
 Tragic death of his second wife in 1861. Read, sonnet. The White Cross.  
 Love of children. Selections from his children's poems. Read "The Village Blacksmith." Children's present to Longfellow on his seventy-second birthday.  
 His poetical career. First printed poem, "The Battle of Lovell's Pond," when he was but thirteen. First book of poems. *Coplas de Manrique* translated from the Spanish in 1833.  
 Poems of nature and patriotism.  
 Legendary poems, tales, and ballads.  
 Poems of friendship; translations, sonnets.  
 Read selections from and gain a general idea of *Hiawatha*, *Courtship of Miles Standish*, and *Evangeline*.  
 Commit to memory some of the shorter poems.  
 Beautiful passages, both helpful and inspiring are found in all his prose and poetical works, and many practical lessons may be drawn from them.  
 Death at Cambridge, March 24, 1882. Read Whittier's poem in *Wide Awake*, for May, 1882.

## Paper and Cardboard Sloyd. IV.

BY WALTER J. KENYON.

### MODEL 15, OCTAGONAL TRAY.

**Material.**—Similar to that used in model 13.  
 On the cardboard draw a circle three inches in diameter. Construct an octagon within it, after the manner shown in Fig. XX., a. First strike the two diameters of the circle, as shown. Select the upper end of the vertical and the right end of the horizontal. Spread your dividers something more than half the distance between these two points. With the dividers thus set, strike two arcs outside the circle, one from each of the points. The arcs will intersect. Lay your ruler connecting this point of intersec-

tion with the center of the circle. Where the ruler crosses the circumference place a dot. This dot is midway between the ends of the diameters and thus locates two sides of the octagon. Draw one of these, spread the dividers its length and with them space off the remaining sides of the octagon.

On each of the eight sides build a rectangle, as shown in Fig. XX. These are to be one inch altitude. The intervening margins are obtained by spreading the dividers the diagonal dimension of one of the rectangles. The box is then cut out and glued as in model 13. It is covered also with facing paper according to the directions given for that model. The pattern for the lining paper is shown in Fig. XX., b. The heavy lines enclose a unit of which there are to be eight. These may be drawn all together based on the one long rectangle. They must then be cut apart into eight separate units and pasted inside the box. To complete the lining, cut out from the same kind of paper, an octagon that is based on a circle one-fourth inch less in diameter than the original one. Paste this on the inside bottom of the box. Another one, same size, of plain white or manilla paper, goes on the outside bottom. Properly cut, it leaves a neat margin of one-eighth inch all around it. Fig. XX., c suggests the finished tray.

### MODEL 16, MATCHSAFE.

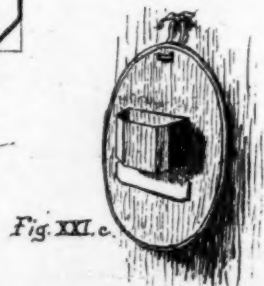
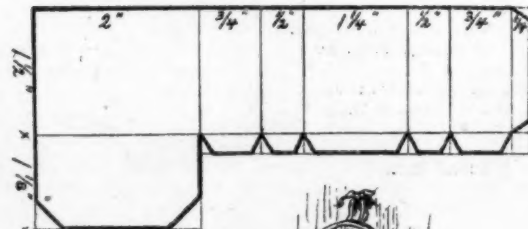
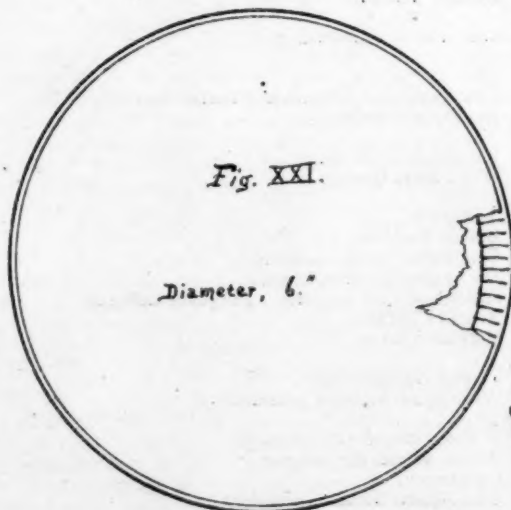
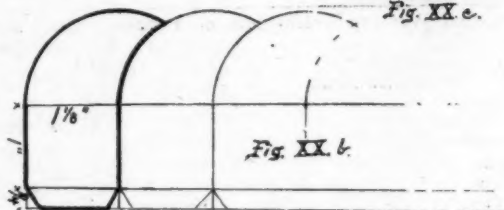
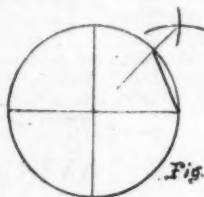
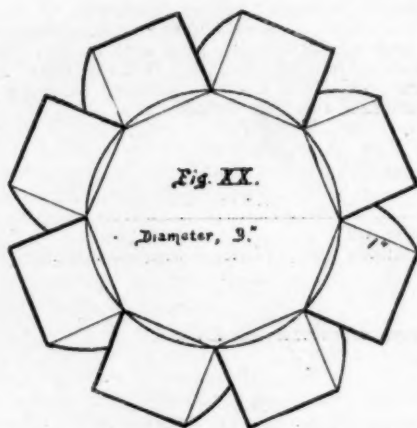
**Material.**—Similar to that used in model 15. Light weights of cartridge paper (wall-paper stores) give nice effects for the facing paper. In this model the border should be a darker tone of the same shade used for facing.

Draw a six-inch circle on the cardboard. Cut it out.

Cut from the border paper a strip an inch wide and about twenty long. Fold it double lengthwise and cut frequently from the edge toward the fold, leaving a very little "backbone" uncut. These cuts should not be more than one-fourth inch apart. They are made to facilitate fitting the border onto the edge of the circular cardboard. See Fig. XXI., a.

Paste this border, or edging, around the edge of the six-inch circle of cardboard. Cut another circle, one-fourth inch less in diameter, out of the facing paper you have selected. Paste it on the cardboard. Paste a similar circle, of ordinary manilla paper, on reverse side of cardboard. In Fig. XXI. the facing paper is torn away to show method of bordering.

Now draw on cardboard the figures shown in Fig. XXI., b. Cut out on the heavy lines, crease on light ones. It folds into a box





which is suggested in Fig. XXI, c. Glue the box together and clip the bottom if it projects.

Now border the top and bottom edges of this box as you did the edge of the circle. In this, however, the frequent clipping is not necessary. Also face the box, as in the circle, leaving an eighth-inch margin. Face the outside bottom of the box. The inside may in this case go undecorated.

Glue the completed box upon the front face of the cardboard disk, slightly above the center.

Half an inch below the box glue a strip of sandpaper an inch and one-fourth wide and two and one-half inches long. Clip the corner first.

At the top of the disk, about three-fourths of an inch from the edge, punch two holes half an inch apart. Through these pass a piece of baby ribbon for hanging. Tie in a pretty bow.

### The Bones. III.

A DEVICE FOR SHOWING THE SUTURES AND BONES OF THE SKULL AND FACE.

By FRANK O. PAYNE.

Some of the bones of the skull always give trouble to students. The *ethmoid*, *sphenoid*, and *turbinal* bones are always imperfectly understood, and I have even found medical students unable to show me the first two above, even from a skull. Few schools possess human skulls, and as a means to make clearer the study of skulls the following is suggested:

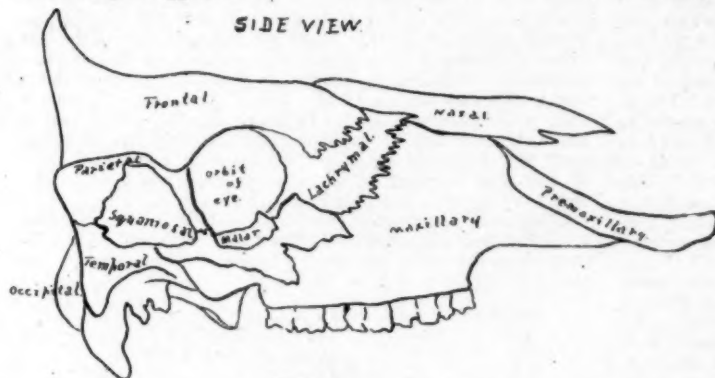


Fig. I.

Procure any skull from the butcher. Have him saw it through the middle from front to back (Fig. II.) First give the skull a boiling in hot water with soap or sal-soda; then rinse it thoroughly and dry.

Point out each bone and call attention to the beautiful sutures

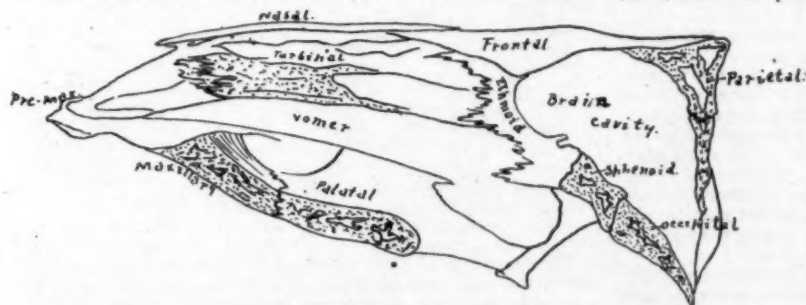


Fig. II.

that run between the bones. Notice that in lieu of front teeth the cow has a bone not found in man (pre-maxillary).

Show the interior of the skull. Here the ethmoid and sphenoid bones are shown clearly, and the office of each is clearly indicated.



Fig. III.

The delicate turbinal bone rolled up in its narrow chamber and the long knife-like vomer are easily found and form most interesting objects. Procure enamel paints and paint each bone a different color so that the shapes and outlines of the bones and the interlacing of sutures are brought out into sharp contrast.

Pupils do this with delight. After the paint is dry label each bone and mount the skull on a board.

This will form a useful object for future lessons, a necessary piece of apparatus made by pupils while learning the subject. Of the bones not found in human skulls nothing need be said. Our pupils prepared cow, pig, dog, and sheep last year.

*An incident.*—Last fall I learned of a goat that had been buried some three years. Knowing that nature had by this time done much toward cleaning the bones I said to my physiology class that I would be ready to go with the boys any Saturday morning to dig up the goat and prepare his skeleton.

On the following Saturday five boys reported at my house and we set out for the grave of his goatship.

We dug Billy up, and having placed his bones in a bag we bore him home in triumph.

After boiling the bones first in sal-soda and then soaking over night in bleaching powder we rinsed them in clear water and laid them in the sun to dry.

Next day we spent in arranging the bones. One day each week we spent a half hour in boring and fitting until at last his bones were in position.

His skeleton now adorns the school-room. Can any one question the educational value of such work?

Notice, only those who wanted to go digging went, so that the most objectionable feature was not forced upon anybody.

In arranging the bones one of the boys took a humerus and tried to fit the ball at its upper end into the socket of the hip bone. He came to me and said: "These bones do not fit."

He was quite sure that he had a *femur* instead of a *humerus*.

On being told to hunt again he went to work and at length found the shoulder blade.

We are not made *haphazard*. There is method in the way in which bone is joined to bone. The child who catches a glimpse of the plan of the Creator, has caught something worthy to be treasured in his mind and heart.

### Constantinople. II.

By EVELYN C. DEWEY.

A floating bridge extends across the Golden Horn from the most advanced point of Galata to a point in Stamboul facing the mosque of the sultana Valide. It connects two worlds; although both cities are on European soil, one is Asiatic, the other is European. In Stamboul even the Christian suburbs that crown it are Asiatic in character and coloring. Over this bridge a hundred thousand people pass daily.

Let us stand aside at the Stamboul end of the bridge and try to distinguish a few types in this strange Constantinople population as they saunter or hurry by.

A sullen Turk passes in brilliant ancient costume, muslin turban, sky blue caltan, sash, slippers, looking neither to the right nor to the left. Now a beautiful Greek, her hair hanging about her shoulders, a red cap upon her head, blue shoes upon her feet. An Albanian in his white petticoat, with pistols bristling in his sash. A Tartar in sheepskins. Here come Turkish porters bending under enormous burdens. Here advances a sedan chair inlaid with ivory, and mother of pearl, — an Armenian lady sits within. A Mahometan woman passes on foot. There is a veiled slave woman.

And here comes a young Greek covered from head to foot with embroidery, tassels, and shining buttons, followed by his dragoman in embroidered vest. Here is a Bedouin wrapped in a white mantle. Here come a crowd of Persians in pyramidal bonnets of Astrakan fur. Here rush by running footmen in gorgeous livery, making way for the carriage of a European ambassador. There is a Hebrew woman dressed in the ancient costume of India; a negress wrapped in a many-colored shawl from Cairo; a Trebizond Armenian veiled in black.

Dividing the crowd in half, in an endless line, camels, horses, oxen, carts, carriages, casks on wheels, donkeys and dogs pass through the center of the bridge. A Turk pompously rides a caparisoned ass; behind him come two long strings of camels. Preceding an imperial prince, clatters a cart filled with the odd household rubbish of a Turkish family. Here comes a big eunuch on horseback, crying out, "Larga" (make way) and following is a flower painted, dainty Turkish carriage, filled with the ladies of a harem, dressed in green and violet and wrapped in large white veils.

A glittering military division is now passing, the officers in fez and scarlet trousers, their breasts bedecked with many medals. And now passes a mighty pasha lounging in a splendid carriage,

followed by his pipe-bearer on foot, his guard and one black slave. The Turks about us salute, touching forehead and breast. Mendicant women run after the carriage crying for charity. A Russian lady rides by on horseback. Now come heavily a crew of Armenian porters, two and two, bearing on their shoulders immense bars, from which are suspended great bales of merchandise.

After a squad of imperial soldiers passes in zouave dress, the crowd breaks away and we see a frowzy-headed, gipsy woman with her child in a bag at her back. A Georgian in hat of varnished leather, his tunic bound around his waist with a metal girdle. A Catholic priest with breviary staff. A water-carrier with a colored jar upon his back. A devout dervish under a sun-umbrella.

Above the noise of the unsteady bridge, the whistles of the steamers on the water, the hum of the many voices, can be heard the high voice of this old blind man chanting verses from the Koran. We hear the cries of the sellers of newspapers in every tongue, of sellers of water and of sweetmeats. Around us on every side are bootblacks with gilded boxes, barbers with bench and basin in hand, all shouting at the top of their lungs.

Let us leave the hundreds of other people from all parts of Europe and Asia, who go across this bridge to the different bazars and to the numerous boats, for purposes social and mercantile, and let us go to the mosque of St. Sophia to rest.

Santa Sophia is on the most eastern of the hills of Stamboul, in the square facing the old Seraglio, that monstrous palace now converted into hospitals, barracks, schools, &c. In this square is the famous fountain of Sultan Ahmed III., a rich and original monument of Turkish art, a "colossal jewel." It is of white marble in the form of a square temple with a Chinese roof. At each of the four angles is a small round tower; above the roof each merges into a cupola surmounted by a graceful pinnacle, all encircling a cupola in the center. From a niche in each of the four sides a streamlet of water falls into a small basin. The inscription around the fountain says: "This fountain speaks to you in the verses of Sultan Ahmed: Turn the key of this pure and tranquil spring and invoke the name of God: drink of this inexhaustible and limpid water and pray for the sultan." The walls are completely covered with ornamental little arches, niches, little columns, rosettes, ribbons, embroideries in marble, gilding on blue ground; fringes are around the cupolas and mosaics, arabesques, carvings, everywhere.

Santa Sophia occupies one end of the square, and does not seem from the near outside the same edifice that can be seen from all points of the city and harbor, nor "The largest temple in the world after St. Peter's." The Turks have added summits, buttresses, and upon the outskirts schools, mausoleums, hospitals, &c., giving it the appearance of a huge, irregular mass of buildings; of the ancient church the great dome alone is visible, and that is surmounted by an enormous bronze crescent.

We enter the vestibule through a bronze door on the northern side. It is a very long and lofty hall lined with marble and a few remaining mosaics. The glittering mosaics were nearly demolished by the Turkish soldiers, who, thinking them precious stones, dug them out with their scimiters.

Having shown our pass to the turbaned sacristan and put on slippers, we pass through the central door, there are nine, and enter the eastern nave. The sight is wonderful. For the first time we realize the immensity of this temple. Above us is the enormous dome which seems like a great stone firmament, supported upon four very lofty pilasters. Upon the two arches we face are placed two half-domes that cover the whole of the nave, and each of these open again into smaller half-domes. They form four round temples within the great one. Between the two temples opposite us opens the apse, covering a vault of one-fourth of a sphere. Seven half-domes surround the principal dome. A flood of light pours down from countless windows.

Although this temple has been sacked by Crusader and Turk, it is impossible to describe its remaining treasures, its measureless pilasters, arches, columns, marbles taken from every temple in the world, its galleries, tribunes, porticoes. To the right of one of the pilasters of the apse in which is cut the niche indicating the direction of Mecca is hung one of the four carpets which Mahomet used in prayer. High upon the pilasters are suspended immense green disks with verses from the Koran in letters of gold. In the top of the dome is written, "Allah is the light of heaven and earth," some of the letters being nine yards long.

Having mounted a spiral staircase to a gallery, we see, on looking down, a curious sight. The nave does not lie exactly in the direction of Mecca, so the praying carpets and mats are placed obliquely to the lines of the edifice.

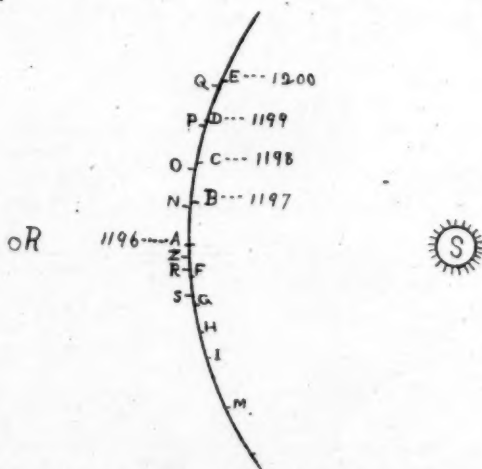
There is a tradition among the Greeks that at the time of the entrance of the Turks into the church the bishop was saying mass; seeing the invaders upon him he abandoned the altar and disappeared through a walled up door before their eyes. The conqueror tried to find his means of exit, having masons tear down the wall &c. in vain; but the Greeks aver that the bishop will come back again through that very door and resume the mass where he left off, on the day that the Christian worship is once more restored to Constantinople.

## Corrections of the Calendar.

Let the arc represent a part of the earth's orbit. *S*, the sun; *R*, a star. The length of time it takes for the earth to pass around the sun from *A* and be in range again will be one year of time. This is found by nice observation to be 365 days, 5 hours, 48 minutes, 49.7 seconds; this is the astronomical year. The civil year must have a round number of days in it. And it is necessary that the civil and astronomical years should coincide, otherwise the seasons would not appear in the same months; we should read in history of snow and ice during the summer months. To make the civil year coincide as nearly as possible with the astronomical year certain corrections are made; it is the aim to show these.

Suppose the sun, earth, and star were in range February 28, 1196; in one year of 365 days—one civil year, that is on February 28, 1197, the earth would not have reached the range point by a space of 5 hours, 48 minutes, 49.7 seconds, that is on February 28, 1197 it would be at *B*; on February 28, 1198, at *C*; February 28, 1199 at *D*; February 28, 1200, at *E*. The space from *A* to *E* amounts to 23 hours, 15 minutes, 18.8 seconds, nearly a day (it lacks only 44 minutes, 41.2 seconds of this). To correct this inequality of 23 hours, 15 minutes, and 18.8 seconds between the civil year and the astronomical year, 1200 is made a leap year; that is, a year of 366 days. By the addition of a day to the calendar, on February 29, 1200, the earth will be at *F*, a space corresponding to 44 minutes, 41.2 seconds in advance of what it was four years and a day before. By adding a correction day once in four years, the space between *A* and *F* is gained; the same space will be gained in the next four years, so that in 1204 it will be at *G*, in 1208 at *H*, in 1212 at *I*, and so on—in the year 1300 it would be at *M*. The error made at each of the leap year corrections of 44 minutes, 41.2 seconds has in 100 years amounted to 18 hours, 37 minutes, 10 seconds. To meet this a day is dropped when a century has elapsed, that is, when the earth would have been at *M*, February 29, 1300. That year is not made a leap year; it is made to end on February 28, so the earth on February 28, 1300, will be a space 24 hours back from *M*, that is, at the point *N*, which is 5 hours, 22 minutes, 50 seconds from the place it was in February 28, 1196.

If we continue to correct every four years as before, and drop out a day every century we shall find the earth will be at this point *N* in the year 1300, at *O* in 1400, at *P* in 1500, at *Q* in 1600.



This correction of a correction will still leave a difference between the civil and astronomical year that in 400 years will amount to 21 hours, 31 minutes, 20 seconds (2 hours, 28 minutes, 40 seconds less than a day). That is, February 28, 1600, the earth at *Q* would be a space behind where it was in February 28, 1196, corresponding to 21 hours, 31 minutes, 20 seconds. A day is now added (a correction of a correction of a correction), so that on February 29, 1600, the earth will be at *R*, that is a space beyond where it was in the year 1196 equal to 2 hours, 28 minutes, 40 seconds—this is the error that is made in 400 years, by the over corrections made by having a leap year once in four years, disregarding the century years.

If the same corrections are made in the year 2000 the earth will be at *S*, the error being 2 hours, 28 minutes, 40 seconds in every 400 years; in 4000 years this error would accumulate, it would be 24 hours, 46 minutes, 40 seconds or more than an entire day. If then in 4000 years after 1200, that is, in February 5200 instead of adding an extra day we drop a day, we should find the earth is on February 28, 5200, at *Z*, only 46 minutes, 40 seconds in advance of where it was February 28, 1196. To make the civil year coincide with the astronomical, this rule has been adopted: Every year divisible by 4 is to be a leap year, that is, a day is added; except the centesimal years, which are to be leap years only when divisible by 400.



[NOTE:—These figures have been copied from Prof. Perkins' talks and may not be perfectly accurate, being copied from the blackboard, but are believed to be.]

## Program for Arbor Day.

(For the Intermediate Grade, girls or boys.)

By MARY L. WHITING.

### 1. Opening song: "To Our Friends" By the School.

(This song, and others named in the program, will be found in "Best Primary Songs," published by E. L. Kellogg & Co., at fifteen cents a copy. If it is not possible for each child to have a song book, the teacher should make copies of the words on separate slips of paper.)

### 2. Recitation: "Woodman, Spare that Tree." By a Pupil.

Woodman, spare that tree!

Touch not a single bough!

In youth it sheltered me,

And I'll protect it now.

'Twas my forefather's hand

That placed it near his cot;

There, woodman, let it stand;

Thy axe shall harm it not.

The old familiar tree,

Whose glory and renown

Are spread o'er land and sea—

And would'st thou hew it down?

Woodman, forbear thy stroke!

Cut not its earth-bound ties?

Oh, spare that aged oak,

Now towering to the skies.

When but an idle boy

I sought its grateful shade;

In all their gushing joy

Here, too, my sisters played.

My mother kissed me here,

My father press'd my hand;

Forgive this foolish tear,

But let that old oak stand.

My heart strings round thee cling,

Close as thy bark, old friend!

Here shall the wild bird sing,

And still thy branches bend.

Old tree, the storm still brave!

And, woodman, leave the spot!

While I've a hand to save,

Thy axe shall harm it not!

—George P. Morris.

### 3. Exercise for five (or more) pupils: "Trees of our State."

(This brief outline will not suit all localities, and is not only meant to be suggestive. The teacher may give out some time in advance of Arbor day the question, What trees grow in our State? After a list is made up, each tree is assigned to a pupil who looks up some facts concerning it, and reads them in place of the items given below.)

*First Pupil* (He wears a wide white sash tied at his shoulder, across it the words New York (or other state) should appear in distinct black letters.)

Among the best known trees of our state are the peach, apple, pear, cherry, plum, chestnut, hickory, ash, walnut, pine, and maple. We have tried to find out something to tell you about these trees, and first we will hear about the apple.

*Second Pupil*.—I have found that the apple tree not only belongs in our state, but that not a single state or territory in our country is without this fruit. Once there was a very queer man whose real name was Jonathan Chapman, but he was called Johnny Appleseed, because he traveled through Ohio, Indiana, and Illinois, and planted apple seeds.

*Third Pupil*.—The peach tree is, to my mind, of next importance to the apple. It originally came from Persia, but grows here now, although it is delicate and short-lived.

*Fourth Pupil*.—Pear, plum, cherry, and quince trees are all found in the state of New York. All of these are of value as they can be preserved and kept for use long after the season is over.

*Fifth Pupil*.—For use in building I find that the hickory tree is considered very durable for the spokes of wagon and carriage wheels: the ash, because of its strength and elasticity, is used for the handles of agricultural implements; and for furniture and cabinet work cherry, bird's eye maple, ash, and walnut.

### 4. Duet: "Neath the leafy tree." By two pupils.

### 5. Recitation: "Pussy-Willow."

(The pupil who recites the following should hold a branch of the pussy-willow in one hand.)

Oh, you pussy-willow! Pretty little thing,

Coming with the sunshine of the early spring!

Tell me, tell me, pussy, for I want to know,

Where it is you come from, how it is you grow?

Now, my little girlie, if you'll look at me

And my little sisters, I am sure you'll see

Tiny, tiny houses, out of which we peep,

When we first are waking from our winter's sleep.

This is where we come from. How it is we grow,  
I will try, my girlie, now to let you know;  
As the days grow milder, out we put our heads,  
And we lightly move us in our little beds—  
Find the world so lovely as we look about,  
That we each day move a little farther out;  
And when warmer breezes of the spring tide blow,  
Then we little pussies all to catkins grow.

### 6. Ten quotations. To be recited in turn by pupils who rise at their desks without leaving their places.

#### *First Pupil*.—

Fair tree! for thy delightful shade,  
'Tis just that some return be made:  
Sure some return is due from me  
To thy cool shadows, and to thee.  
When thou to buds dost shelter give  
Thou music dost from them receive;  
It travelers beneath thee stay  
Till storms have worn themselves away.  
That time in praising thee they spend,  
And thy protecting power commend;  
The shepherd here, from scorching freed,  
Tunes to thy dancing leaves his reed,  
Whilst his loved nymph in thanks bestows  
Her flowery chaplet on thy boughs.

—Winchelsea.

#### *Second Pupil*.—

The tallest trees are most in the power of the wind.

—William Penn.

#### *Third Pupil*.—

Under the greenwood tree  
Who loves to lie with me,  
And tune his merry note  
Unto the sweet bird's throat,  
Come hither, come hither, come hither;  
Here shall he see no enemy,  
But winter and rough weather.

—Shakespeare.

#### *Fourth Pupil*.—

But see the fading, many-colored woods  
Shade deepening over shade the country round  
In brown; crowded umbrage, dusk and deen  
Of every hue, from wan declining green  
To sooty dark.

—Thomson.

#### *Fifth Pupil*.—

Welcome, ye shades, ye bowery thickets hail!  
Ye lofty pines, ye venerable oaks!  
Ye ashes wild, resounding o'er the steep,  
Delicious is your shelter to the soul.

—Thomson.

#### *Sixth Pupil*.—

Oh! proudly then the forest kings  
Their banners lift o'er vale and mount;  
And cool and fresh the wild grass springs,  
By lonely path, by sylvan fount;  
Then, o'er the fair leaf-laden rill  
The laurel sheds her cluster'd bloom,  
And throned upon the rock wreathed hill,  
The rowan waves his scarlet plume.

—Edith May.

#### *Seventh Pupil*.—

Cedar, and pine, and fir, and branching palm,  
A sylvan scene, and as the ranks ascend,  
Shade above shade, a woody theater  
Of stateliest view.

—Milton.

#### *Eighth Pupil*.—

The sappy boughs  
Attire themselves with blooms, sweet rudiments  
Of future harvest.

—John Phillips.

#### *Ninth Pupil*.—

The groves were God's first temples, ere man learned  
To hew the shaft and lay the architrave,  
And spread the roof above them,—ere he framed  
The lofty vault, to gather and roll back  
The sound of anthems; in the darkling wood  
Amidst the cool and silence he knelt down  
And offered to the Mightiest solemn thanks  
And supplication.

—Bryant.

#### *Tenth Pupil*.—

No tree in all the grove but has its charms,  
Though each its hue peculiar,

—Cowper.

### 7. Song: "The Summer Woods." By the school.

8. Debate: "To plant or not to plant trees." This should be original with two pupils, the one taking the negative, and the other the affirmative side. It may be spoken off-hand, or given in the form of compositions. At the conclusion the teacher rises and says: "You have all heard the reasons why we should plant trees, and why we should not. Now let me see how many agree with ——— that we should *not* plant trees. Raise your hands. These who think with ——— that we *should* plant trees raise hands." The vote is counted and announced, and the school adjourns to the tree planting.

9. Closing song. "Vernal Groves, Farewell to Thee." By the school.

## Editorial Notes.

There are probably some who would agree with one of our correspondents who writes that "our prisons are full of educated young men." But they are wrong. Educated men are men who possess moral strength of character. Are such to be found among jail-birds? Certainly not in a land where justice reigns. The trouble is that many teachers have no right conception of education. Education is moral character formation and nothing less. A man who commits crime either does not know the right, or knowing it is too weak to resist the inner or outer temptations. In the former case the judgment has not been properly cultivated, and in the latter case the training of his will has been neglected. In either case he is a man whose education is not complete.

It speaks well for the educational tone of a town when the people begin to ask to have the kindergarten made a part of the public school system. This they are doing in Salem, Mass. The four kindergartens which were organized there some time ago have become very popular. They are full of children in spite of the cold weather. No better opportunity could be wished for to urge the public school authorities to take steps toward taking care of the kindergartens at the end of the current year.

Chancellor Kirkland, of Vanderbilt university, made too broad an assertion when he said in his inaugural address: "Our teachers do not regard their work as a profession at all, and enter the school-room with a rashness and incompetency that is enough to make angels weep." Every month reduces the number of these non-professional practitioners considerably. There are at present many thousands of earnest workers in the American school-rooms who have made a thorough study of the history, principles, method, and civics of education. Miss Elizabeth Hughes, of England, who was here last year to inspect the working of the American schools, said recently: "The American teacher seems to aim at self-improvement more energetically than an English teacher. They read far more educational books, attend more teachers' meetings, and visit summer schools and institutes. New ideas from Germany and elsewhere are more keenly discussed than in England, and the scientific observation of children and educational experiments of various kinds are beginning on quite a large scale. College women lecturers are constantly visiting Europe, studying at foreign universities and improving themselves in many ways. It certainly appeared to me that there was a larger minority of earnest, skilled educational reformers on those western shores of the Atlantic than we find on its eastern shores."

Last year THE JOURNAL published a series of articles on "The Thought Method of Teaching Reading," by Supt. Eben H. Davis, of Chelsea, Mass. Many schools have followed the plan there given and are well satisfied with the results.

The *Saturday Review* says the brain market is overcrowded. It says: "We have seen numberless circulars from scholastic agencies requiring a bachelor of arts in honors and an athlete to teach in a school, and undertake the supervision of the boys at a salary of \$400 a year. . . . The general scale of pay tends downwards, and the men who have to depend entirely on their salaries to keep body and soul together find it difficult to secure posts adequately paid because other men, with a small income at their back, are there to undersell them. The *littérateur* finds it very difficult to make anything by his pen in his early years, because there are so many people of means willing to write for nothing to make a start or a name or merely to amuse themselves."

The cause of this over-fullness of the market lies in the fact that an immense number of persons who in former times would have worked with their hands, are being educated to work with their heads. There is a general leveling up of the social grades. The son of the artisan becomes a clerk, the son of the clerk aspires to teach in a school, the son of the school teacher aspires to go to Oxford or Cambridge. The result is that we have fifty times too many clerks, ten times too many half-educated teachers, and, alas! ten times too many university graduates turned out every year to crowd the ranks of the bar, the school, and journalism and recruit the year's crop of miserable and hopeless failures. . . . It is really impossible to deny that a certain degree of intellectual education unfits a man to work with his hands and earn his bread as a laborer. It may be that it ought not to do so, but in the present imperfect state of the world so it is."

Let every reader see that his fellow-teachers are subscribers to one of our papers during 1894. Here is the list:

THE SCHOOL JOURNAL, weekly, \$2.50 a year.  
THE PRIMARY SCHOOL JOURNAL, monthly, \$1.00 a year.  
THE TEACHERS' INSTITUTE, monthly, \$1.00 a year.  
EDUCATIONAL FOUNDATIONS, monthly, \$1.00 a year.  
OUR TIMES, monthly, 30c. a year.

## Editorial Correspondence.

TO FLORIDA BY SEA.

The route hitherto taken by me has been by way of Philadelphia and Washington. As a stop has been made at the latter city to visit Congress in session and to witness the operation of the system of public schools there directed by one of the ablest educators of the country, the journey was so broken up as to entirely lack weariness. The twenty-four hours from Washington were easily passed. Snow and ice were quickly exchanged for flowers on vines and fruit on trees.

This year I determined to take the route by sea, and chose the Savannah line which runs a fine fleet of strong and roomy ships, departing four times each month from each terminus. All of the ships are of iron and solidly constructed, and carry 3,000 tons, except the *Kansas City* which carries 4,000. This is the palace steamer of the fleet and is very popular. On Saturday, February 3 at 3 P.M., we steamed out on a smooth sea. Captain Fisher we found a fine specimen of the class of men put in charge of the great steamship lines of the world's commerce. While jolly and sociable he had, so to speak, his hand on the tiller all the time. The staterooms are nicely fitted up with spring beds; the saloons were warmed with steam, and handsomely furnished.

At six o'clock we were off the New Jersey coast; the steward gives the summons for supper. The purser has previously given each a card on which the number of his seat at the table was marked. The menu was varied and excellent; supper being over we went on deck again; the motion was about what is experienced on the sound or river boats. Breakfast took place at eight; the practice is for the stewardess to call at each door at seven to see if all are well. At eleven the captain visits those who are not well enough to come out; his cheery voice has an excellent effect always.

At eleven there was a light lunch; at two o'clock quite a sumptuous dinner was served. Just after dinner we passed Cape Hatteras, and this is usually seen in the western horizon distant ten or fifteen miles; but there was a thick, foggy atmosphere and we sought for the famous lighthouse in vain. There was a bank of clouds at the west that looked as if snow lay in them; the wind had been in the southwest, now it veered around to the northwest, and the levelness of the sea began to be billows with white caps. Some began to be unhappy as the boat pitched along over the waves; not so many were at the supper table. The writer felt altogether happier lying down in stateroom No. 38 than in sitting up in the saloon.

The wind increased up to midnight and then seemed to lose its force. The second morning dawned bright and beautiful. Some had been affected a little, and did not appear at the table at breakfast, but at noon all were there; the sea was as quiet as the sound usually is. All this day the weather was perfect; it was mild enough to sit on deck protected by an overcoat. About five o'clock the lightship at Savannah appeared; at six o'clock we passed Tybee island where the storm last fall wrought such havoc; by eight o'clock we were alongside the dock. The voyage had consumed fifty-three hours. From this experience I cannot but recommend the route from New York to Savannah by this line of steamships. Captain Fisher says that there are stormy days experienced at times, but they are rare, and that most of the journeys are made over level seas. I met a delicate elderly lady who had made the journey nine times, preferring it to the land ride. To some the sand that finds its way into the cars is a very great objection. For strong ships, comfortable saloons, roomy staterooms, good meals, this certainly possesses great advantages. The round trip costs \$32. I had intended to travel on the new railroad just opened from Savannah to Jacksonville, as it is shorter, but one of the draw bridges had been damaged by the passing of a ship carelessly through it, and so I took the old route by Jessup and Waycross. Jacksonville was found bathed in sunshine; the negro boys were barefooted and the workmen in the street were in their shirtsleeves; windows were open, the jasmine was climbing along the piazzas with its wealth of yellow flowers. In fact, the entire aspect is so different from that of New York as to act as a shock; it is tropical; the sun acts with power and nature respond.

A. M. K.

Charles Dickens gives this rule for success: "Whatever I have devoted myself to I have devoted myself to completely; that in great aims and in small I have always been thoroughly in earnest. I have never believed it possible that any natural or improved ability can obtain immunity from the companionship of the steady, plain, hard-working qualities, and hope to gain its end."

Some happy talent and some fortunate opportunity may form the two sides of the ladder on which some men mount, but the rungs of that ladder must be made of stuff to stand wear and tear; and there is no substitute for thorough-going, ardent talent and sincere earnestness. Never to put one hand to anything on which I could not throw my whole self, and never affect depreciation of my work, whatever it was, I now find to have been my golden rules."



In the last twenty-five years \$11,000,000 has been given in this country to women's colleges.

The Salem, Mass., primary schools are following the Grube method in number work. Supt. Mowry reports that it has been a means of saving much valuable time and has greatly improved the teaching of arithmetic.

Supt. Thompson, of Saginaw, Mich., has prepared a handsome catalogue of literature for the eight grades of his school. The books in the library are arranged with reference to both *time* and *subject*—Myths, Homer, Greece, Rome, Chaucer, Shakespeare, and the present era.

The *Normal Review*, of Lyons county, Kansas, writes:

"The first permanent educational weekly was *The School Journal*, by E. L. Kellogg & Co., of New York City. Begun in 1870 it has enjoyed a progressive era of over 20 years. Many reforms in the educational world are due to the constant efforts of this journal. Its twenty years devotion to this cause has not been without results. Reading circles, summer educational schools, schools of pedagogy, better text books and a higher plane of ideals, are some of the measures which can be traced to its earnest efforts. Thousands of teachers in every department of educational work, have been greatly profited by the weekly visit of this educational journal. May it not only continue to prosper, but may its MANY readers, also."

According to Mr. Price Collier, in the February *Forum*, the head masters of England's highest class of schools, as Eton and Harrow, get from \$25,000 to \$35,000 a year, and an official house. The assistant masters receive from \$5,000 to \$12,000. In the Winchester, Rugby, Charter House and similar schools, the head masters are paid from \$10,000 to \$22,000, and the assistant masters from \$1,500 to \$4,000. The head masters of the schools of the London board get on an average about \$1,400 a year. Heads of colleges in England receive, Mr. Collier says, from \$5,000 to \$7,500.

Among other requests to have the tariff laws adjusted is one from W. R. Huntington, of Ohio, who says: "Under the McKinley law birds' eggs at five cents a dozen and egg albumen being free, has resulted in the gathering of millions of dozens of the eggs of wild pigeons, ducks, and like fowl that pass north for breeding, and their destruction for the albumen they contain, which is dried and imported in large quantities, to be used by the manufacturers of pepsin, and other chemical preparations, and for adulterating some chemical compounds; so that bird's-egg hunters destroy tens of thousands of wild fowl where hunters kill one, and if allowed to continue will practically exterminate the wild fowl."

Dr. Ernest Richard, principal of the Hoboken academy and a graduate of the School of Pedagogy of the University of the City of New York, has prepared a 20-page pamphlet on *The School System of France*. It has a condensed, well-arranged chart, enabling one to see at a glance the relations of the parts of the system to each other. It is gratifying to know that the course in the School of Pedagogy is bearing fruit, as it is one of its aims to get students to do original work, like this, in a manner similar to that performed by students of the German universities. This pamphlet represents one of the first efforts in that direction. It should be widely read by pedagogical students, for it is well to know what others have done in any line of endeavor, in order that we may profit both by the merits and defects of their work.

Under the administration of Supt. Powell increased attention has been given to nature studies. Methods of instruction and language study are skilfully combined in all grades with observation and instruction that leads up to the department of natural science in the high schools. The great and rare collections of the National Museum, and the scientific bureaus of the government service are utilized, making Washington one of the most favored of American cities for the illustration of this portion of the common school curriculum.

Supt. Powell has also taken hold of industrial education. The department is already firmly established in the schools for both races. 2,113 girls are taught cooking, and 3,962 sewing, and 1,784 boys are under instruction in the different grades of manual training. There is also a business high school connected with this department in which nearly 400 boys and girls are found in attendance.

### Progress in Salem.

The school committee of Salem, Mass., discussed the "Progress and Condition of the Schools," at a recent meeting. Supt. Mowry was called upon to point out some of the improvements that have been made in the two years that he has been at the head of the system. Great progress was reported in the methods employed in reading, spelling, writing, number work, form study, and clay modeling. When Supt. Mowry came to Salem there was no drawing in the schools—except such as some teacher might choose to carry on without books or other regular material being furnished. Since then a full system has been introduced, and a very competent and successful specialist has been appointed to supervise the work. The books furnished to the lower classes for supplementary reading are: Cyr's "Primer, Fables and Folk-

Lore," and King's "Geographical Readers." In geography pictorial representation is a feature in the method of teaching. Every school has charts for pasting pictures of all sorts, representing natural scenery, city views, animals, and other branches of geographical knowledge. The growth of interest in historical reading on the part of the pupils shows that the experiment of beginning history early in the course is proving a success. In the high school great changes have been made. The different studies have been assigned to specialists, and the several departments are under proper heads, as they should be. This marks a good step forward.

Mrs. Gish Garwood's success in the teaching of music is attracting unusual attention. The city of Chicago has adopted the system she employs, and the lady appointed to teach music there has been in Salem to observe her work. Many other instructors of music have come to study the system.

### Common Schools in the United States.

*Harper's Weekly* for last week contains an article that will greatly interest teachers. Mr. F. W. Hewes is the author. He has made a careful inquiry into the common school enrollment. It shows the surprising advance made in recent years by the Southern states and the equally startling falling off in the Northern states, on a comprehensive chart. The causes of these unexpected figures are also ably discussed.

Mr. Hewes's chart shows that in the twenty years from 1870 to 1890 the school attendance in the South Atlantic and South-western states has advanced from 6.3 per cent., and 7.5 per cent., of the total population to 19.7 and 21 per cent., respectively, while the percentage in the North Atlantic division has actually dropped from 22.1 to 17.9, and that of the North Central division from 24.4 to 22.4, though still maintaining its lead over all by a little over 1 per cent. The extreme Western division has increased in percentage from 13.8 to 17, yet is now the lowest of all. The significant fact, however, is that the North Atlantic division, comprising the New England states, New York, Pennsylvania, and New Jersey, has fallen below both the Southern divisions in its percentage of school attendance.

The causes for this astonishing reversal of conditions in twenty years are many and complex. It will well repay teachers to secure a copy of the paper containing the treatment of this subject.

### Leading Events of the Week.

Details have been received concerning the defeat of the French near Timbuctoo by the Tuaregs. Seventy-seven of the French detachment were massacred.—The adoption of the treaty by Germany and Russia is said to be only the beginning of closer relations between the two powers.—A reorganization of the Nicaragua canal company is assured.—Gladstone says he has no intention of resigning at present.—The "Greater New York" bill passed the New York assembly.—The historic warship *Kearsarge* was wrecked off Roncador reef in the Caribbean sea, while on her way to Nicaragua.—The price of silver reached a lower point in the London market than ever before.

### New York City.

Miss Ella Weed, who died recently, was widely known in educational circles. She was born at Newburg, N. Y. In 1869 she entered Vassar college, and was graduated with high honors in 1873. Soon after her graduation she was called to take charge of a school for girls at Springfield, Mass. A few years ago she returned to her home in Newburg and took a much needed rest. In 1881 she came to New York, and became a teacher in Miss Annie Brown's school for girls. Here she remained until her death. When Barnard college was established Miss Weed was one of the first women called upon to give practical form and substance to the idea that inspired its establishment. She was the executive head, advised the students, consulted with parents, and selected the corps of instructors.

### A Winter Vacation in Florida.

On February 13th and 27th, and March 13th and 27th the Pennsylvania Railroad Company will run personally-conducted tours to Florida. The special trains in charge of experienced tourist agent and chaperon will leave New York 9.30, Trenton 11.06 A.M., Philadelphia 12.10, Wilmington 12.50, and Baltimore 2.36 P.M. These trains will be composed of the finest Pullman sleeping and dining cars, fitted with modern appointments and conveniences of the most sumptuous type.

\$50 from New York, \$48 from Philadelphia and Baltimore, and proportionately low from other points on the system, will cover all expenses while on the special trains—transportation, Pullman accommodation, and meals, with the exception of the last tour, the ticket for which covers Pullman facilities south bound only, the limit, however, being May 31st, thus allowing a much longer visit.

A stay of two weeks in the glorious health-inspiring peninsula may be enjoyed on the first three, and that time may well be spent in following out the numberless side trips available from Jacksonville. These tours are especially *appropos* during the penitential season now upon us, and a vacation in this beautiful State should prove of great benefit to those more or less fatigued from the pleasures of the social life and excitement of the winter.

## Teachers' Meetings.

## South Dakota.

The state association held its annual meeting at Parker, Dec. 26-27.

Prof. C. M. Young, of the State university, presided. He delivered a strong address. He gave an interesting review of the German educational system which he pointed out as a model of national school organization. Comparing the teacher's position in Germany with that in America, he said: "It is a profession worth the work of years to become a good teacher there, but here our common schools are taught by young men and women of immature years, with limited education and no intention of making it a life work." Pres. Young favored compulsory education, central authority, standard methods, and high qualifications of teachers.

Supt. W. W. Girton, of Howard, handled the subject, "The End of Common School Training," in a stirring way. "Among those who took part in the discussion were Messrs. M. A. Robinson, of Brookings, H. V. Davenport, of Sioux Falls, A. M. Rowe, Edwin Dukes, of Parker, and W. H. Dempster, of Madison.

Prof. Dukes read a strong paper prepared by Supt. R. B. McClenon, of Madison, on "Political Methods in School Management." Wire-pulling to secure positions in the schools was roundly condemned. The teacher should be solely an educator, not a politician. The paper recommended that all educational offices, from the state superintendent down, should be made appointive. Prof. M. D. Miller, of Canton, led the discussion. "The Relation of Public Schools to the Wage Earner," was the subject of a thoughtful paper by Prof. W. C. Alder, of Parker. Mrs. L. C. Hunt, of Sioux Falls presented a paper written by Miss J. M. J. Pryne, of Madison, on "Methods vs. Results," which contained much helpful advice. Prof. H. V. Davenport followed with a paper entitled "Education, Culture or Knowledge." This was well received and brought out a lively discussion.

"Moral Education Necessary" was presented by Prof. H. C. Fry, of Elk Point. He believed the teacher should be a person whose morals were of the highest type, that the lessons should have a moral application, that the whole school life should have a tendency to make the pupil a better man and a better citizen. Prof. L. A. Stout, of Mitchell, opened the discussion. That moral teaching should be founded on Bible truths was agreed to by all, but it should be non-sectarian.

Governor C. H. Sheldon gave an address on "Education, What Kind and How Much." This was followed by an excellent paper on "American Literature in our Public Schools," by Mrs. E. M. Lovejoy, of Aberdeen.

Prof. Grant Smith, of Miller, discussed "Examinations." Examinations, he said, should give training and not be simply a test of knowledge.

"Mathematics as an Educational Factor" was treated by Prof. J. H. Arnold, of Redfield college. He argued that an interest should be developed that would lead to original work. Prof. W. H. Dempster who is secretary of the Teachers' Reading Circle, reported that encouraging progress had been made. He said that fully 800 teachers were taking the course.

Huron has been selected as the next place of meeting. The following officers were elected: President, R. S. Gleason, of De Smet; corresponding secretary, Superintendent I. F. Nickell, of Huron; recording secretary, Miss Kate Taubman, of Plankinton; treasurer, Editor Harry L. Bras, of the *South Dakota Educator*, Mitchell. Mrs. G. M. Lovejoy was elected delegate and Mr. H. L. Bras state representative to the N. E. A., which will meet July 6-13. Prof. A. G. Cross was chosen a member of the Teachers' Reading Circle.

## Cape May, N. J.

The county teachers' association held its January meeting at South Seaville. Prin. Jos. Douglass, Jr., gave an interesting summary of "Thoughts from Herbert Spencer's Education." Prin. D. C. Vanaman's talk on "Moral Education" brought out many practical suggestions.

Prin. J. A. Whitelock conducted a Round Table, taking up the question, "Why Do I Teach Geography?" Each teacher was called upon to give an answer. Here are some of the thoughts presented: "To give to the child a knowledge of places; to associate events with places; to show the effects of climate, mountains, etc., on mankind; to broaden the view by leading the child to look outward; to familiarize the child with our moral, social, and economic conditions; to compare these conditions with those of other countries, to inculcate the love of country by this comparison; to emphasize the power of Christianity; to show the relation between religion, government, and progress; to explain the effect of migration on language, customs, and law."

"Primary reading and spelling" was discussed, Supt. V. O. Miller opened the discussion on "School Discipline." Many helpful hints were given. Prin. Llewellyn Hildreth's talk on

"The World's Fair" was so well received that the association has requested others to give their impressions of the great exposition at future meetings.

## Iowa.

[CONTINUED.]

Pres. Frank B. Cooper's annual address was unusually strong. It was, as the *Iowa State Register* expressed it, "one that made the association feel that it had a man of brains and originality at its head, whose leadership and recommendations it was safe to follow and wise to heed." Among other good things he said:

"The association is shorn of something of its moral strength and influence every time it frames a resolution and then sits tamely by waiting, perchance, for the resolution to work itself out. We need to talk things over, to hold them up in this way and that, so that more light will shine upon them, and into them, we need to come to conclusions about them, just as we do, but we also need to introduce into our organization some efficient means of bringing conviction and conclusions like our own, HOME to the legislative mind and conscience.

"There needs just now to be a stronger, steadier, more practical urgency of what the association claims to be the line of professional and legislative duty. A few things definitely decided this year, decisively and definitely pressed, sagaciously and fearlessly argued, will secure some legislative action essential to educational progress in the state.

"The Teacher Problem" was the subject of a symposium.

"The Present System of Institutes" was the topic of the first paper.

It was prepared by Supt. J. H. Garber, of Pella. An abstract will appear in a later number of THE JOURNAL.

Among those who took part in the discussion were Prin. J. A. Klinesorge, of Des Moines; I. N. Beard, of Osceola; F. J. Sessions, of Waterloo; and Supt. Rogers, of Marshalltown. Prin. Klinesorge suggested that the institute should let academic work alone and devote its time to the study of methods of teaching and school management. This might reduce the attendance, but it would increase the number of professional teachers.

J. M. Armond, of Davenport, spoke on "State Normal Schools" in which he referred to the parsimony of the state in making appropriations for institutions for the training of teachers. "What we most need," he said, "is the trained teacher and we must have more normal schools for the success of our public school system. Resolutions will not secure them. The demand must come from the people. The teachers must educate public opinion to insist upon the establishment of more normal schools."

"Other Means and Agencies" was presented by A. B. Warner, of Harlan. He favored the support of private normal schools. He said that when the people should learn to distinguish between teachers as they have between the razor-back hog and the poland-china, there would soon be better schools.

Prof. L. W. Parish, of the State normal, and Mr. W. D. Wells, of Grundy Center, discussed the paper.

Miss Emma J. Fordyce, of Cedar Rapids, spoke on "The Reaction against Special Teachers." She said that the blame that the public fails to appreciate special studies rests partly with the special teachers who claim too much, are not well-qualified, or are allowed to hold a rod over the regular teachers.

Supt. O. W. Weyer, of Keokuk, in opening the discussion said, the objections of the public to special teaching had grown out of the mistakes of school officers in allowing the specialties to crowd out the most necessary branches. The special teachers also are to blame. Many of them do not understand other branches of learning and magnify their own work. The specialist should come from the ranks of the regular grade teachers, so that he will know how to arrange his instruction with due regard to all the work the pupil is required to do.

President G. Stanley Hall, of Worcester university, delivered an address on "Contemporary Educational Reforms."

H. C. Hollingsworth, of Albia, read a thoughtful paper on the "Value of Expert Criticism." He referred to the Dr. Rice's articles in *The Forum*.

What Mr. Hugh W. Sawyer, of Council Bluffs, had to say on "That Alleged New Education" THE JOURNAL has stated in a previous number. It was a harmless satire on modern pedagogics. Miss Emma J. Fordyce, of Cedar Rapids, expressed the sentiment of the large body of progressive teachers in the association when she said that the new education was a blessing for the children. She pointed out that there is the pleasing newness of morning and evening, of spring and summer, and could not see why any one should object to the name "new education."

The election of officers resulted as follows: President, Dr. Wm. Beardshear, of the Agricultural college; secretary, I. N. Beard, of Osceola; treasurer, G. W. Sampon, of Atlantic.

## Departments.

## COLLEGES.

President L. W. Bissell, of Fayette, presided. The topics on the program were: "Special Statistics of Iowa colleges;" "College Comity;" "The Practical Idea in Education;" and "The Relation of Athletics to College Work." The subject of Pres. Bissell's address was "Some Phases of College Work."

## SECONDARY SCHOOLS.

Prin. Wm. Wilcox, of West Des Moines, in his paper on "What



Studies are Best Worth While?" urged that, first and foremost, English should be thoroughly taught, then follow in order of importance mathematics and the natural sciences.

Miss Minnie McFarland was elected to succeed Prof. E. H. White, of Des Moines, as president; Prin. H. B. Hayden was made secretary.

#### COUNTY SUPERINTENDENTS.

Supt. E. R. Moore, of Anamosa, occupied the chair. Supt. J. S. Shoup, of Sioux City, spoke on "The Needs of the Office." He declared it to be the principal need that superintendents be better trained men and keep out of politics. Supt. B. P. Holst, of Boone county, spoke in favor of a longer term for the superintendent. "There are," he said in the course of his discussion, "too many young girls teaching in the country trying to get experience by practicing upon human souls." Supt. McCord, of Polk county, and State Supt. Knoepfler took a hand in the discussion.

"How may the Wages in Rural Schools be Raised" was the topic presented by Supt. C. L. Lutsdorf, of Scott county. He said that the cheap teachers should be removed by exacting higher qualifications. Supt. McClain, of Jasper, in discussing the paper said: "The way to reduce the supply to the demand is to raise the standard and then insist that the people pay for their services. They will have to pay for the good teachers or they don't get any. If they tell me the hired man story I just say to them to turn their children out with their hogs and cattle and let the hired man take care of all the stock, if his services are on a level with those of the teacher."

The general sentiment was in favor of raising the standard of qualification. This gives hope that the Iowa country schools will soon be what they should have been long ago.

Supt. P. B. Holst, was elected president and Miss Ella Seckerson secretary.

#### Hudson County, N. J., Institute.

[SPECIAL CORRESPONDENCE.]

The institute was held at Jersey City on the 9th inst. Dr. Geo. C. Houghton is the county superintendent. The attendance was phenomenal, notwithstanding a pouring rain. Incidentally salaries are conditioned on attendance. A mistake was made in not arranging for adequate lunching facilities. In his address of welcome the Hon. W. H. Beach, director of education, with his humor, his eloquence, his rhetoric, and his familiarity with educational authorities—quoting frequently from THE SCHOOL JOURNAL—set a splendid pace, which clearly influenced all the subsequent speakers. He was responded to by State Supt. Poland, who eulogized the report of the N. E. A. committee of ten, and advised the restriction of arithmetical instruction. Mayor P. F. Wanser made an earnest and brief address. The high school chorus at intervals, under direction of Miss Minna Herzog, discoursed fascinating music.

Supt. A. W. Edson (Mass.) spoke on the qualifications of a good teacher, and secondly on the teaching of morals and manners. Supt. Edson is an earnest, effective, pleasing speaker and accomplished the difficult feat, in his second effort on the same day, of equaling his own first effort.

Dr. M. G. Brumbaugh (Pa.) followed with "Commercial Geography," giving in the afternoon a discourse on English literature in elementary schools. Dr. Brumbaugh takes his audience by storm and carries them impetuously with him to the end. His commercial geography was matchless in conception and delivery.

The "English Literature" was entertaining, but the teachers were left no better prepared to handle literature in elementary schools than before. An address should leave the hearers better acquainted with some authors if no more than one of a period, and yearning, and determined, to know that author better.

"Science in the Primary Schools" was treated by Prof. A. C. Appgar (N. J.) and subsequently "Science in the Grammar Schools." The speaker is always pleasing and effective, but in this instance he forgot entirely that there were such sciences as physics and physical geography adaptable either to primary or grammar grade work. He dismissed the mineral kingdom with a virtual condemnation. In botany, without such intention, he limited the work to the study of trees, quite forgetting the study, cultivation, and collection of various plants and seeds. In zoology he approved of birds and insects, but disapproved of text-books which begin at one end of the range of the animal kingdom and end with the other. The lecturer draws on the blackboard with remarkable facility.

Dr. J. M. Green (N. J.) gave an address that was full of truth and facts on the theme of "A Scheme of Education." His interesting address, however, did not reveal a scheme, but argued that a good scheme would be a good thing.

#### A Pound of Facts

is worth oceans of theories. More infants are successfully raised on the Eagle Brand Condensed Milk than upon any other food. They are liable to less sickness than others. The Eagle Brand is therefore the best infant food.



Death of Geo. W. Childs.

The whole country was in mourning early in the month over the death of George W. Childs, of Philadelphia. Mr. Childs was born in 1829 in Baltimore, Md. He became a resident of Philadelphia in his youth and in 1849 a partner in a publishing-house. In 1864 he purchased the *Public Ledger*, a daily newspaper, which he made very successful. If this were all he did his portrait would not appear in this paper. He did much more. Mr. Childs won the esteem of his countrymen and a claim to lasting remembrance by his large-hearted generosity and hospitality. He neglected no worthy cause that needed his assistance; he entertained at his home the political, literary, and other celebrities of this country and Europe. When the ideal employer was asked for, men pointed to Mr. Childs. If employers were all like him the question of labor and capital would be permanently settled. There were no more sincere mourners at his funeral than the several hundred employes from his printing office. Hundreds of tributes were paid to him by fellow editors in Philadelphia, New York, Boston, Chicago, and other cities. Mr. Childs showed that a man can become rich without meanness, over-reaching, or double-dealing, and that a rich man owes obligations to the community. Such as he leave bright and shining examples for the young.

#### Increased Train Service to Atlantic City.

The Pennsylvania Railroad Company announces that, beginning Saturday, February 10th, an increased train service will be placed in effect to Atlantic City, as follows:—

Express trains will leave foot of Market Street, Philadelphia, for Atlantic City at 8.50 A.M., 4.10 P.M., and 5.00 P.M. week-days, 9.15 A.M. Sundays, and 2.00 P.M. Saturdays only. Returning, leave Atlantic City at 7.35 A.M., 9.00 A.M., and 3.55 P.M. week-days; 4 P.M. and 8.10 P.M. Sundays. There will be no change in accommodation trains.

Beginning same date, the through New York and Atlantic City Express will be placed in service, to run substantially on the same schedule as last year, leaving New York, week-days, at 1.50 P.M., stopping at Newark, Elizabeth, and Trenton, arriving Atlantic City at 5.35 P.M.; returning, leave Atlantic City at 9.00 A.M. week-days, arriving New York at 12.45 P.M., stopping at Trenton, Elizabeth, and Newark. The train will be composed of combined car and Pullman buffet parlor car, running through between Jersey City and Atlantic City in each direction.

Hood's Sarsaparilla as a preventive of the Grip has had great success. Try it now.

THE SCHOOL JOURNAL is published weekly at \$2.50 a year. To meet the wishes of a large majority of its subscribers it is sent regularly until definitely ordered to be discontinued, and all arrears are paid in full, but is always discontinued on expiration if desired. A monthly edition, THE PRIMARY SCHOOL JOURNAL for Primary Teachers is \$1.00 a year. THE TEACHERS' INSTITUTE is published monthly, for those who do not care for a weekly, at \$1.00 a year. EDUCATIONAL FOUNDATIONS is a monthly series of books on the Science and Art of Teaching, for those who are studying to be professional teachers, at \$1.00 a year. OUR TIMES is a carefully edited paper of Current Events, at 30 cents a year. Attractive club rates on application. Please send remittances by draft on N. Y., Postal or Express order, or registered letter to the publishers, E. L. KELLOGG & Co., Educational Building, 61 East 9th Street, New York.

## New Books.

Berthold Auerbach, a noted story writer of the present century, is a striking example of the ability of the Jewish race to excel in the higher regions of art. His folk-lore tales are written in the Swabian dialect, and in them he employed all its rich powers of expression. *Brighitta*, a story written in 1880, has been published for the use of schools in a little volume, with introduction and notes by Prof. J. Howard Gore, of Columbian university. Although the author was quite advanced in years it reveals no loss of power of painting men and women. In it we have the maximum of simplicity, for the entire story is the narrative of the heroine and is thus free from complex structure and elaborate diction. Actual experience has proved the *Brighitta* is excellent for sight-reading or regular work for a less advanced class. (Ginn & Co., Boston. 50 cents.)

The plan of teaching history in periods is favored by many and it must be confessed that it has been attended by very satisfactory results. The series of histories known as Periods of English History is intended to facilitate and encourage that method. The series consists of three volumes of which the second one, England of the *Reformation and the Revolution: 1509-1688*, is now before us. The leading feature of these volumes is the importance attached to the development of the constitution. In this second volume is detailed with as much minuteness as the space will allow the contest between the sovereigns and parliament. The leading statutes are also analyzed. It will be seen, therefore, how useful this book and the others of the series will be for students of our history, for our constitution and laws cannot be fully understood without a knowledge of their groundwork, the laws of England, any more than complete knowledge of our language is possible without understanding the Latin and Greek roots from which the words are derived. The book has numerous maps, notes, genealogical tables, etc. (T. Nelson & Sons, London, Edinburgh, and New York.)

The fact is made prominent in the teaching of the classics at the present day that the object is to obtain an acquaintance with the literature as well as the language. For this purpose a wider range of reading is allowed than formerly. To supply this the Students' Series of Latin Classics is published, of which we have one volume, comprising the most important part of the work of *Velleius Paterculus*, dealing with the civil war and the reigns of Augustus and Tiberius. This historian wrote when the Latin literature had begun to decline and therefore he belongs to what has been called the Silver age. His faults are those of his period—artificiality, aiming for effect, hyperbole: his work abounds in flashes of wit, startling turns of thought, and striking comparisons. The notes to this edition, which is edited by Prof. Frank Ernest Rockwood, of Bucknell university, aim not simply to give assistance on grammatical topics, but to point out Velleius' departures from strict classical usage. (Leach, Shewell & Sanborn, Boston, New York, and Chicago. \$1.00.)

*The Elements of Solid Geometry* was prepared by Prof. William C. Bartol, who had in view the ultimate improvement of the course in mathematics at Bucknell university. This short course is offered with the belief that the pupil will thereby be given the advantage of more time for advanced mathematics. The book contains a number of theorems for original demonstration and many illustrative examples. The section on mensuration calls spe-

cial attention to all the important rules for finding volumes and surfaces of solids, demonstrated in the preceding sections. The usual sequence of propositions has been departed from somewhat, in order to bring the important theorems as near as possible to the definitions, postulates, etc. The aim has been to give the most direct proof possible and to save the pupil by means of corollaries, the labor of reproducing constructions unnecessarily. (Leach, Shewell & Sanborn, Boston, New York, and Chicago. 75 cents.)

Happily we are getting beyond that superstition that regards disease as a visitation from the Supreme Power. In nearly every case it can be traced to the violation of natural laws by ourselves or our ancestors. To learn how to observe those laws and to profit by the knowledge is in a great measure to escape disease. It is for this purpose that the study of physiology is introduced in the schools and able writers have produced text-books, among which is the *Human Anatomy, Physiology, and Hygiene* of Charles H. May, M. D. In this the author has endeavored to raise the general standard of health among children, by definite instruction based on the latest scientific investigations of the topics treated; expressing them in simple language easily understood, and accompanying them with copious illustrations, thus guiding the pupils to apply the principles given according to the latest methods of inductive development. The subject of stimulants and narcotics has been treated with care, and from a strictly scientific standpoint. A notable feature of the book is the colored illustrations which are numerous and excellent. It is intended for primary and intermediate schools. (William Wood & Co., 43 East 10th street, N. Y. 75 cents.)

Volumes I, and II. in the How to Teach series comprise *Object Lessons and How to Teach Them*, by George Ricks, B. Sc., inspector of schools to the school board for London, for primary schools and intermediate and grammar schools respectively. The scheme of lessons follows out the principles that knowledge is based on observation, that the child's interest is awakened by seeing and handling the objects studied, and that the lessons must be graded to accord with the child's mental development. The child does not need to be told that an object has such and such qualities; he needs to be directed to the study of such objects as are suited to his age and mental capacity in order that he may strengthen his faculties by pleasurable and healthful activity. The teacher's business is simply to guide the intellect to its appropriate food. After facts are perceived, terms should be given, but words should not follow until the necessity for them is actually felt. It is in accordance with the foregoing principles and plan that the two volumes before us were constructed. The lessons begin on objects more or less familiar to the youngest children and proceed to other less familiar objects, including manufactured articles and minerals, and in the second volume to a more thorough study of physical and chemical qualities. These volumes, pointing the way to both the matter and the method, will be of vast service in helping the pupils make a beginning of science study. (D. C. Heath & Co., Boston.)

In the series of Episodes from Modern French authors, small volumes for use in the school, is issued *Episodes from François le Champi*, by George Sand, edited, with notes, by C. Sankey, M. A., assistant master at Harvard school. The story is put into the mouth of a peasant, and although the words are those that would be used by a peasant the style is George Sand's own. By this tale we are taught not to despise the humblest outcast. (Longmans, Green & Co., London and New York.)

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(762)

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James F. Willis, 1427 Euclid avenue, Philadelphia. We would not advise the putting of the incorrect sentences contained in this book before the younger pupils. For pupils who have considerable knowledge of correct forms, and teachers, the book will be of service.

Among the volumes of the series of English Classics for Schools is included Sir Walter Scott's novel, *The Abbot*, which deals with an important and interesting period of Scotch history, and has for its leading character, that beautiful, accomplished, and unfortunate woman, Mary Queen of Scots. The picture of the queen in this story, according to an acute critic, is as the fond traditions of Scott's countrymen exhibited her. *The Abbot* may, to a certain extent, be considered a sequel to the *Monastery*, which had been severely criticised on account of the introduction of the supernatural element by the White Lady, and it originated in an effort of the author to retrieve his reputation. The abbey described is that of St. Mary's at Melrose, described also in the "Lay of the Last Minstrel," and of especial interest to Scott, as it is of great historic interest and only five miles from his estate at Abbotsford. The reading of this classic work of fiction by the pupils, will greatly increase their interest in the history of the period of which it treats. (American Book Co., New York, Cincinnati, and Chicago. 60 cents.)

Thousands of amateurs have found both pleasure and profit in the study of photography and the use of the camera, and the number will rather increase than diminish. Alexander Black has therefore performed a great service to thousands by preparing a volume on *Photography, Indoors and Out*. He tries to make everything as simple and plain as possible, so as not to frighten away non-scientific readers by chemical nomenclature. The book is addressed particularly to those amateurs who, while they acquire their chief pleasure from the pictures as pictures, have sufficient respect for the study and a strong enough purpose toward good work to seek real knowledge of the elements of photography. Among the chapters are those treating on first "pictures of silver," the pathfinders, trials and triumphs of Daguerre, the wet plate, the camera in modern photography, the home gallery, flash-light photography, rambles in nature's gallery, the hand camera, the negative, the dark room, sun printing from the negative, etc. It will be seen that the book covers all those points it is most necessary to know. The book is illustrated by numerous diagrams, besides many fine reproductions of photographs. (Houghton, Mifflin & Co., Boston. \$1.25.)

An apt quotation is often a great aid to the writer or speaker in expressing tersely just the thing he desires to say, and besides it adds ornament to his production. There are many large books of quotations that are all right if one wants a comprehensive quotation. Many, however, will prefer a small volume of choice quotations, like that entitled *Quotations*, compiled by Agnes H. Morton, B. A. (The Penn Publishing Co., Philadelphia.)

We doubt if any one has ever surpassed Scott in the freshness and vividness in which he has presented pictures of the past. His magic pen has surrounded the age of chivalry with an un-

dying glory. The most popular of his metrical romances, the *Lady of the Lake*, has been issued in the series of English Classics for Schools, with a map showing the features of the region in which the action of the poem takes place, and an introduction giving a biography of the author, an account of the characteristics of the Highlanders and Borderers, and a synopsis of the incidents of the poem. To the rising generation this poem is ever new and ever fascinating; teachers and pupils will both be glad to get it in so convenient a form. (American Book Company, New York, Cincinnati, and Chicago. 30 cents.)

One of the most charming writers of the present century is Alphonse Daudet. His style is described as "infinitely pathetic and yet delicately playful." His works are characterized by beauty of description, love of nature, and delicacy of appreciation and of expression. A volume of *Contes de Daudet*, including *La Belle Nivernaise*, a story of some length in which his bright and piquant style is shown to advantage, has been issued. The text is in French, but the preface, the critical and biographical introduction are in English. The notes have been prepared with great care and are of great value in gaining familiarity with words and idioms of a writer whose works are more or less dialectic. The frontispiece is a portrait of the author. (Henry Holt & Co., New York. Teachers' price, 80 cents.)

### Literary Notes.

—The latest person to engage in the Shakespeare-Bacon controversy is Dr. Orville W. Owen, of Detroit, who extracts a cipher from the plays by which he claims positively to have proven that they were written by Francis Bacon. The trouble with the Baconians is that they are met at the outset by strong positive and negative evidence that William Shakespeare wrote the plays. We doubt whether they will ever succeed in convincing the world that they were written by anybody else. However, Dr. Owen's cipher is ingenious and his work will be scanned with much interest.

—A series of cards of the Ling system of gymnastics has been prepared by F. A. Morse, principal of the Sherwin school, Boston. They are issued by the New England Publishing Co.

—Ginn & Co. have published in cheap sheet form *Belov'd America*, a song appropriate for Washington's Birthday.

—Thomas Whittaker, Bible House, New York, has issued for use in Sunday-schools *The Lesson Book for Middle and Senior Grades and Picture Lessons for Primary and Junior Grades*.

—A *School Record* has been issued by D. C. Heath & Co., Boston. It is concise, neat, convenient, giving a scale by which the pupils' standing may be recorded, etc.

—Volume 3, No. 11, of the bulletins of the New York state museum, issued by the university of the State of New York relates to the Salt and Gypsum Industries of New York, by Frederick J. H. Merrill, Ph. D., assistant state geologist. It is a work of great research, illustrated by maps, charts, and photographic reproductions.

### Drawing Tables and Surveying Instruments.

The accompanying illustration shows the exhibit of the Keuffel & Esser Co., of 127 Fulton street, New York, at the Columbian exhibition. Readers of THE JOURNAL will be interested in this exhibit because all the articles shown as well as all those manufactured and imported by this firm are used for educational purposes. After a business career of twenty-seven years Keuf-

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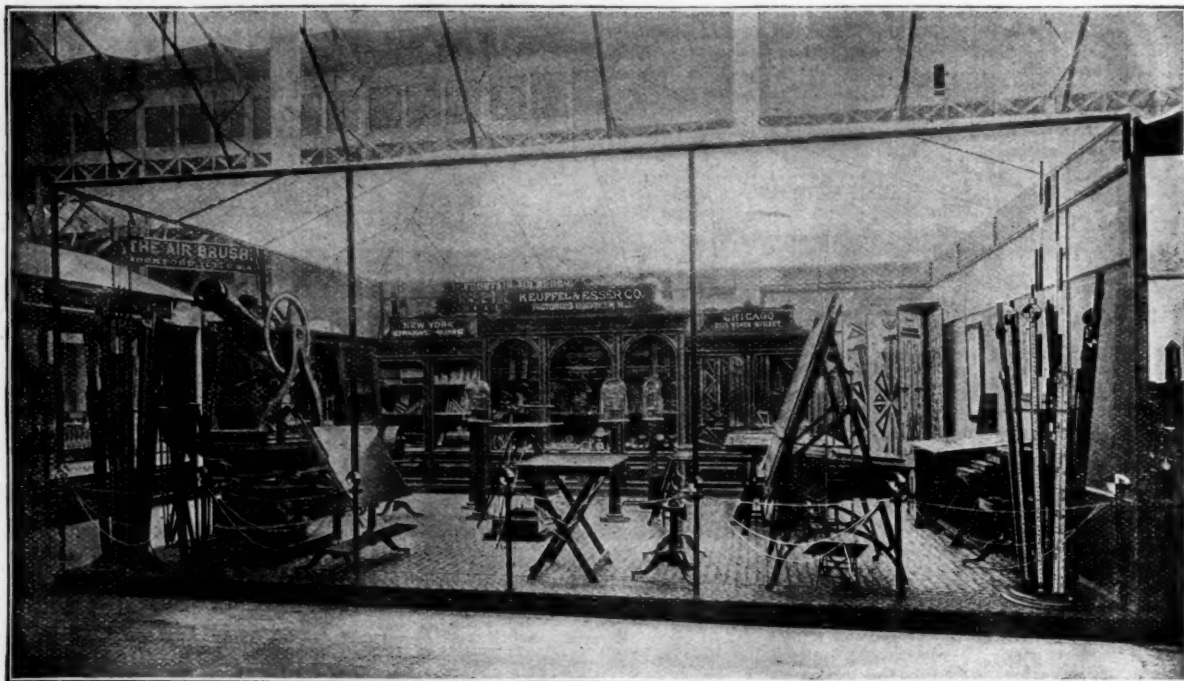
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# **FORTY-SECOND ANNUAL REPORT** **OF** **The Massachusetts Mutual Life Insurance Company**

For the Year Ending December 31, 1893.

RECEIPTS IN 1893.	
Premiums, - - - - -	\$2,947,516.29
Interest and Rents, - - - - -	635,250.10
Total Receipts, - - - - -	\$3,582,766.39
DISBURSEMENTS IN 1893.	
Death Claims (less \$1645 for re-insurance), - - - - -	\$838,304.54
Matured Endowments, - - - - -	141,294.00
Surplus returned to Policyholders in Dividends, - - - - -	371,939.49
Surrendered and Canceled Policies, - - - - -	300,324.37
Total Payments to Policyholders, - - - - -	\$1,651,862.40
Commissions, Salaries, Taxes, Licenses and State Fees, Printing and Advertising, - - - - -	751,743.38
Medical Examinations, Postage and other Expenses, - - - - -	26,407.51
Taxes and Expenses on Real Estate, - - - - -	36,411.55
Re-insurance, - - - - -	24,298.41
Profit and Loss, including premiums on securities purchased, - - - - -	\$2,490,723.25
Total Disbursements, - - - - -	
ASSETS.	
First Mortgage Loans on Real Estate, - - - - -	\$4,661,421.10
Loans secured by Collaterals, - - - - -	1,179,405.56
Loans on Company's Policies in force, - - - - -	665,120.00
Massachusetts Armory Loan Bonds, - - - - -	105,000.00
City, County, Township, and other Bonds, - - - - -	1,638,196.53
Gas and Water Bonds, - - - - -	489,400.00
National Bank Stocks, - - - - -	46,620.00
Railroad Bonds, - - - - -	2,347,823.59
Railroad and other Stocks, - - - - -	700,047.67
Real Estate, - - - - -	606,914.55
Premium Notes on Policies in force, - - - - -	617,400.42
Cash on hand and in Banks, - - - - -	650,447.38
Premiums in course of collection (Net), - - - - -	162,429.79
Deferred Premiums (Net), - - - - -	291,895.87
Interest and Rents accrued, - - - - -	318,358.34
Total Assets, - - - - -	\$14,480,480.80
LIABILITIES.	
Reserve by Massachusetts Standard, - - - - -	\$13,228,341.00
Claims for Death Losses and Matured Endowments in process of Adjustment, - - - - -	110,855.39
Unpaid Dividends, due and to become due, - - - - -	116,895.22
Premiums paid in Advance, - - - - -	4,072.23
Total Liabilities, - - - - -	\$13,460,163.84
Surplus by Massachusetts Standard, - - - - -	1,020,316.96
Number of Policies issued in 1893, <b>7,356</b> , insuring, - - - - -	\$19,481,200.00
Number of Policies in force December 31, 1893, <b>31,366</b> , insuring (including Reversionary Additions), - - - - -	83,760,969.00

Springfield, Mass., January 16, 1894.

The Receipts and Disbursements of The Massachusetts Mutual Life Insurance Company for the year 1893, as shown by the foregoing statement, have been carefully audited under the supervision of the undersigned, and the securities and balances as shown have been personally examined by us and found to be correct.

H. S. HYDE,  
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That ever-popular writer of travel, Dr. Henry M. Field, has just completed a new book, to be published immediately by the Scribners. It is called "The Barbary Coast," and is a vivid description, in the author's well known entertaining style, of a leisurely journey to many interesting points in Algiers, Tunis, and Tripoli. It will be illustrated.

Black is a very excellent color in its place; for instance, what is more elegant than a black suit of clothes or a pair of well blackened shoes! Those who wish to have their foot coverings well kept should try Brown's French Dressing. It will restore the original color and luster to shoes; doesn't soil the skirts when wet; is just as good for bags, trunks, harness, etc.; does not crack or harden the leather.

People who have used the Densmore typewriter have noticed in particular that it has a very light touch. This is one of the best qualities that a machine can have, for the user does not become tired. The 1894 Model, which is now ready, has been pronounced by Pres. Frisbee, of Wells college, a fine study. The Densmore Company recently secured the contract for furnishing machines to the U. S. war department.

This has not been a severe winter, but all the same people will welcome Easter, that harbinger of warmer days and awakening life. On that day the air will be full of songs and gladness. Those who are looking for bright music for schools and churches should examine the Easter selections of the John Church Company, containing bright, new carols, and a responsive service; music by celebrated writers of Sunday-school songs. The Living Christ is a service of song and responses, prepared by J. E. Hall. Then there are a number of appropriate cantatas, including Under the Palms, Flower Praise, and Festival of the Flowers.

Make school and home attractive by employing all the means that the inventive genius of the century has supplied so bountifully. There is nothing better than the magic lantern for illustrating lectures, etc. The catalogue of J. B. Colt & Co describes the Criterion and Parabolon magic lanterns and stereopticons, that may be used with oil, lime, or electric light interchangeably, and have microscope, vertical, and polariscope, and other attachments. The views that can be furnished are large in number and varied in character.

It is told of one city in Holland that the citizens made all visitors take off their shoes outside the city gates, and put on slippers before they were allowed to enter. This may be a satire on the Dutch woman's extreme ideas of cleanliness and it may be the truth: anyway how these tidy vrows would have rejoiced in the possession of Sapolio. They would have kept everything in apple-pie shape with one-quarter of the labor.

"Oh, such pretty things!" is the exclamation we fancy we hear from some lady after receiving some premiums of china from the Great American Tea Co., 31 Vesey street, New York. Among the articles given are dinner, tea, and toilet sets, banquet and hanging lamps, watches, clocks, music boxes, books, watch clocks, table-covers, cups and saucers, and many other things. One of the advantages of buying of them is that the purchaser gets importer's prices—there is no retailer's profit to pay, and besides the tea and coffee is of first class quality. For \$2 the company will send three and one-half pounds of fine teas by mail or express. Send for their list premiums and prices of teas, coffees, baking powder, and spices.



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*A Friend of the Queen*, which is to be published shortly by D. Appleton & Co., is the true and intimate life history of the Swedish soldier, Count Axel Fersen, whose romantic friendship with the ill-fated Marie Antoinette led him gladly to peril his life again and again in vain attempts at rescue.

The scientific observatory erected recently on the very summit of Mt. Blanc is the subject of an important article in *McClure's Magazine* for February. The interesting story of its erection under the direction of M. Janssen, the eminent French astronomer, is given, together with an exposition of the momentous scientific problems which it is hoped the high observatory will do much toward solving. Accompanying the article is a series of pictures from photographs and drawings furnished by M. Janssen himself.

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The secret of the great success of *The Cosmopolitan* is not so hard to find, if one looks carefully over the number for February. A story by Valdés, the famous Spanish novelist, the first from his pen to appear in any American magazine, is begun in this number. Arthur Sherburne Hardy's story, "A Rejected Manuscript," is charmingly illustrated by L. Marold, who we believe makes his first appearance in the magazines on this side of the water. A profusely illustrated article on the designing and building of a war-ship appeals to the interest taken by all in the new navy, and a thrilling description of a naval combat under the significant title: "The Meloban and the Pen-theroy" describes, after the manner of the Battle of Dorking, a possible sea-fight, the outcome of which is watched by the entire naval world.

Ho! Traveller, take BEECHAM'S PILLS.

A writer in *The London World* has been talking with Dr. Murray about the New English Dictionary, and learns that those employed on the work have systematically read 100,000 books, in order to cull leading words. The weight of the slips prepared by them is four and a half tons. Common words, such as "come," "cast," "call," are used in as many as eighty or more different senses, and it takes the editor sometimes three or four days merely to arrange the different meanings of a word.

The sale of Mrs. Humphry Ward's "David Grieve," in the several copyright editions, has reached nearly 140,000 copies. Her new work will be issued simultaneously in this country and England about the first week in April.

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